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CENTRAL HIGH SCHOOL

(EVANSVILLE, INDIANA)

ITS FIRST HUNDRED YEARS

(1854-1954)

By

HENRY A. MEYER

With best regards to an old friend
from the author
Henry A. Meyer

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EVANSVILLE, INDIANA
1954

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ACKNOWLEDGMENTS

Central High School appreciates the financial assistance which organizations and individuals have given in the publication of this book. Their generous contributions are symbolic of the loyalty and devotion shown to Central by the students and alumni.

DONORS

The Alumni organization ------------ Ralph McReynolds, General Chairman
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Alexander Brunschwig, M. D.-------------------------------- Class of 1920

A MESSAGE FROM THE SUPERINTENDENT

The far-sighted men and women of a century ago established here in Evansville one of the first public high schools in Indiana. No shifting sands for them; they built on solid rock—on the foundation of what is today the towering strength of public education.

From the halls of Central High School have gone men and women into every profession, into every craft, and into positions of leadership in our community, state, and nation.

The glorious past of Central High School stems from the dedicated and intelligent guidance of its loyal teachers and administrators down through the years and to the devoted alumni of Central and citizens of our community. The contribution of this century-old institution can be measured only by the growth and progress of our community and its people. Evansville is a better city because of Central High School and its one hundred years of leadership in secondary education. Looking forward to the next century, I am sure Central will continue as an outstanding high school, contributing to the business, industrial, professional, and cultural life of Evansville.

RALPH BECKER,
Superintendent of Schools

A MESSAGE FROM THE PRINCIPAL

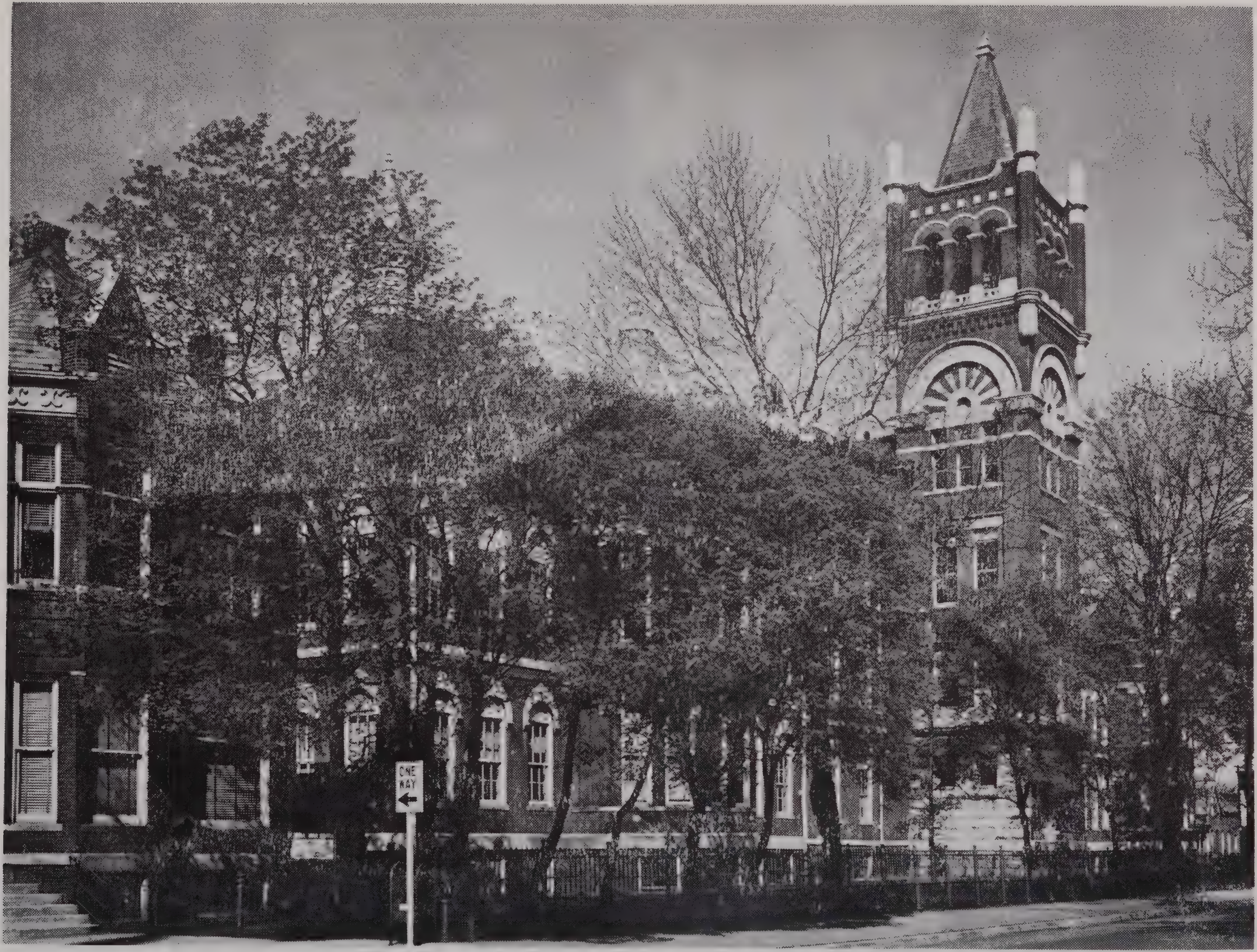
The story of Central High School in its first century, 1854-1954, as told by our historian, Henry A. Meyer, is the authentic and most nearly complete account of the school that has been compiled to date or that is probable in the future. It would seem that the historian of the second century will not need to go back of this record but may build upon it as a base. For students, alumni, and ex-students it will be a great satisfaction, and our thanks will go to Mr. Meyer and to those who helped to finance the publication.

For me, having been principal for twenty-seven of the first hundred years of the school, it will record many events that are full of rich memories of experiences that I hope never to lose as I scan the years in which I have been the appointed head of the school. I, therefore, want to add my personal thanks to Mr. Meyer and to all who have in any way contributed to the gathering of materials or to the completion and publication of this book. It will be a lasting satisfaction and source of pleasure to thousands of friends and members of Central in days past, present, and future.

CARL SHRODE, *Principal*

May, 1954

Mr. Shrode retires from the Evansville Public Schools as of June, 1954. As this edition goes to press, his successor has not been named.



The Seventh Street Side of Central in 1954

PREFACE

When Evansville celebrated its centennial as a chartered city in 1947, Central High School made the anniversary the theme of its annual Scholarship "E" banquet and commencement programs. We realized that in only a few short years our own school would be celebrating the centennial of its founding and that the event should be observed in a worthy manner. It seemed to be taken by consent that I should be the historian of the Central Centennial. For many years I had been collecting information as it became available, and in 1947 I began to collect it in a more systematic manner and to drive toward specific objectives. I spent the entire summer of 1953 searching every available source of original records.

My sources have been newspaper files from 1850; *Evansville City Directories* from 1858; the minutes of the Board of School Trustees from 1865; the public school payroll books from 1875; the enrollment records, with principals' and teachers' names, from 1859; previous histories of Evansville; and numerous unpublished letters and manuscripts referring to the early days of our public school system. Recollections of early students and old citizens are useful as clues for further study; but, unless I have so stated in the text, I have not accepted anything undocumented by contemporary printed or written record. In the course of the preparation of the book I learned that at least three high schools in Ohio and one in St. Louis began operation before ours. I have corrected our earlier claim that Central is the first public high school in Indiana. The high school in New Albany and the forerunner of Shortridge in Indianapolis began operation a few months before the Evansville High School was established. However, since both of them closed for periods, we do maintain that Central of Evansville is the first free public high school in Indiana to remain in continuous operation, never having closed during its hundred years of existence. I shall be grateful to have errors or additional information called to my attention, preferably in writing so that the note can be filed. All corrections and additions will be entered in an annotated copy kept in the school records room.

Illustrations are heterogeneous in style and date, but we consider ourselves fortunate in having had the loan of so many pictures.

I wish to thank all those institutions that have helped me so materially in carrying out this project, among which are the following:

The Willard Library, Evansville, Indiana
The Central Public Library, Evansville, Indiana
The Central High School Library, Evansville, Indiana
The Evansville Public Museum, Evansville, Indiana
The Office of the Superintendent of Schools, Evansville, Indiana
The William Henry Smith Memorial Library, Indianapolis, Indiana
The Indiana Historical Society, Bloomington, Indiana
The Indiana State Teachers Association, Indianapolis, Indiana
The Indiana High School Athletic Association, Indianapolis, Indiana
The Public Library of Cincinnati and Hamilton County, Cincinnati, Ohio

The Historical and Philosophical Society of Ohio, Cincinnati, Ohio
TheMinneapolis Public Library, Minneapolis, Minnesota
The National Education Association, Washington, D. C.

At the Willard Library special thanks are due to two of the librarians: Mrs. Gray Williams, head librarian, who gave me free access to all the newspaper and manuscript files in the library and who did all in her power to facilitate my work; and Miss Anna Louise Thrall, a great-grandaughter of Philip Hornbrook, one of our founders, who not only co-operated heartily with me in my searching of the records, but also did reference work for me many times when I needed it during the school day. Mention should also be made of the fact Mrs. Williams appointed several librarians on her staff to haul the huge, bound volumes of newspaper files to the photostat plant and remain on guard while photostats were being made for us.

Many persons have helped in the preparation of this book. Miss Florence Harris made available her entire index to newspaper articles on education in Evansville from 1821 to 1854. Within our own school thanks are due many teachers who furnished information and clues; to Mrs. Margaret Burkert for supervising typing of the copy for the printer; and to a large group of teachers who read and corrected printer's proof. Very special thanks are due Miss Louise Osborn, head of the English department, who read the entire manuscript; and to Miss Margaret McLeish, librarian, Mrs. Venetta M. Long, secretary to the principal, and Mrs. Lois Bost Wiles, secretary to the director of attendance and guidance, for an incalculable amount of research by which I was enabled to fill in missing names and dates. Our ex-principal, Leonard Young, obtained names, addresses, and pictures for us which we should otherwise not have located.

Central students have contributed much to this work. Among them should be named those who wrote whole chapters: Patricia Winstead, Chalmer West, Bette Starkey, and Sharon Rae Bush. Rosemary Ewing, Gayle Witte, and Milford M. Miller, Jr., performed very substantial research which has gone into various chapters. Fifteen girls in the advanced typing classes, with Barbara Moog as their student chairman, typed the manuscript. Members of the Centralian staff, supervised by Ralph Thyng, acted as messengers to pick up loaned historical objects. Special recognition is due Phyllis Cavins, who throughout this project has helped me to run down especially elusive facts, to organize scattered information, and to classify and take care of the thousands of pictures, programs, booklets, and memoranda lent to us. All this Phyllis has done with little apparent effort and much enthusiasm and good humor.

Thanks are due to hundreds of people, some former students, some descendents of former students, who have lent us material of many kinds. The encouragement which we got from their co-operation was as valuable as the material which they lent us.

Finally I wish to thank Principal Carl Shrode, Superintendent Ralph Becker, and the Board of School Trustees for granting me two weeks' leave from teaching to enable me to make more rapid progress with the writing.

To all searchers in the records of the past and recorders of history of the present who may undertake similar projects I wish as much pleasure and satisfaction as I have had in reconstructing this, the history of the *oldest free public high school in continuous operation* in Indiana.

HENRY A. MEYER

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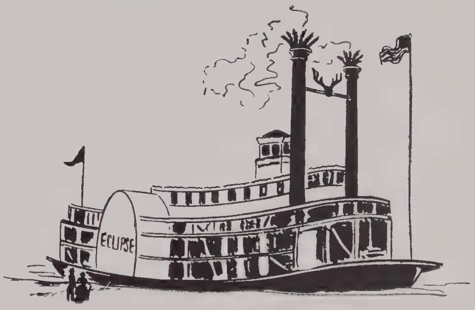
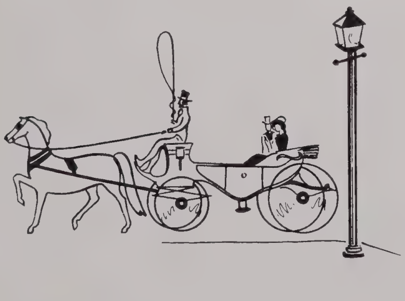
CHAPTER 1

EVANSVILLE IN 1854



A stranger disembarking from the palatial steamer *Eclipse,* which docked regularly at the Evansville wharf in 1854, would have climbed up the slope, either muddy or dusty, according to the season. Surmounting the parapet of earth which bordered the outer edge of Water Street, he would have looked upon a Main Street far different from the one which we now see from the Plaza. The first building on the left to merit his attention would have been a heavy substantial structure with beautiful Ionic columns. It was the Branch Bank of Indiana, founded in 1834. That institution is now the Old National Bank; but that building has become the Moose Home, and has only recently lost much of its distinctive appearance by receiving a new front. (See page 163.)

The stranger would also have noticed the Canal Bank on Water Street. It is now the National City Bank, which by two successive stages has moved from its river front location to Third and Main Streets. Main Street in 1854 was lined with buildings two and three stories high, very well built for their day. They housed several groceries; stores offering "stoves and tinware"; various dry goods, furniture, and queensware establishments; wagon makers' shops; an ambrotypist's gallery; and a store advertising "lard, oil, and candles." By far the best place to buy "dry goods and notions" was the firm of William Hughes at 54 Main Street, between First and Second Streets. On the site where the Elks' Home now stands was the leading hotel, the Sherwood House, which advertised on its letterheads and envelopes its advantageous location "one block from the steamboat landing." Such proximity was a prime consideration in 1854. On the northwest corner of Third and Main Streets, the new Washington House, four stories high, had just been built. That same building is occupied in 1954 by Stein's Stores, Inc., with the Pocket Bowling Alleys in the mansard story. Tobacconists's shops were marked by wooden Indians, watchmakers' shops by huge watches on tall posts, and many retail stores catering to the "carriage trade" had cast-iron negro boys smilingly extending a hand for the hitching strap.



Evansville in 1854 was fairly well built up from the river to Fourth Street, and from Oak to Division (now Court) Street. By "fairly well" we mean that there were still plenty of building sites available on many blocks; but when those were filled, the city would present a solid appearance within the limits named. There were no paved streets; in rainy weather even Main Street was a sea of mud, the subject of many a newspaper editorial; and in dry weather swirls of dust greeted the pedestrian everywhere. If a housewife was not a fanatic about cleanliness in those days, she could not keep her house even reasonably presentable.

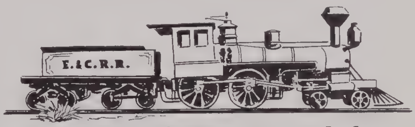
Our city was unusually well supplied with churches in 1854, some of them fine, large buildings conceived with an eye to the future. The oldest was the First Presbyterian Church, occupying its original building on Second Street just south of Main, about where the rear entrance of the Strouse store now is located. It was popularly called "The Little Church on the Hill" because it stood on a slight rise of ground. The Evansville Public Museum has a model of it, believed to represent faithfully its proportions. This little church, which served its congregation until 1860, was closely related to our school, as we soon shall see.

The Methodist Church stood on Locust Street, where the Grand Hotel with its copy of the "Bridge of Sighs" now stands; it was not called "Trinity" until the big church at Third and Chestnut was erected in 1865. There was another Methodist Church on Vine Street, where stands Engine House Number 2, recently occupied by the Servicemen's Center; it belonged to the German congregation. St. Paul's Episcopal Church had a modest building at First and Chestnut Streets; a little schoolhouse in its yard played an historic part in the annals of our school.

The German Catholics had build Holy Trinity Church at Third and Vine Streets just five years before. It was really built for the future, for it had one of the largest seating capacities in the city and served without enlargement, but with several beautifications of the exterior and interior, until it burned in 1950.

The English-speaking Catholics, then universally called "Irish Catholics," worshipped in Assumption Church, then a very modest structure on Second Street where the Grein Building now stands; they did not move to their present location until 1872. On the edge of the city, at Third and Ingle Streets, St. John's United German Evangelical Church had been built in 1850; it was also planned for the future, for it too served without enlargement, but with several exterior beautifications, until it was "reconstructed" on the original ground plan in 1950.

Evansville had a rival city, Lamasco, under separate government, beginning approximately at Clark Street and extending just beyond Fulton Avenue. It was fairly well built up as far as Franklin Street or a little beyond. The plat books show that the legal limits of Lamasco, which was entered with the County Recorder as a town in 1836, extended from the present Northwest Fourth Street and First Avenue to a distance far beyond Pigeon Creek, and from the river to the present Maryland Street; but it had been built up only within the area described here at the time of its merger with Evansville in 1857. In Lamasco, populated largely by German people, Emanuel Lutheran Church stood as a brand-new building at First Avenue and Franklin Street. Trinity Lutheran Church was then a very modest little building, on its present site on West Illinois Street. In the "no-man's land" between Evansville and Lamasco stood Willard Carpenter's palatial residence, now the American Legion Home. The Evansville & Crawfordsville Railroad, which had begun running trains the year before, planned to erect its passenger station in this no-man's land, somewhere near Honest John Street, that short stretch of Ohio Street extending from the present location of the Willard Library to the region now occupied by the Caden Stone Yard. But before the station was built, its site was changed to Eighth and Main Streets. Beyond the Carpenter residence the present site of Carpenter School was an open field, but a block farther on, where Centre Street (now Northwest Second Street) merges with Carpenter Street, there stood at the corner of Clark Street the old First Baptist Church, a good brick building which housed both an English and a German congregation. However, they found the location not convenient to the residences of most of their members; so in 1863 they sold the building and met for some years in Marble Hall. This little public hall on Main Street directly opposite the Branch Bank many of our readers will remember as the Ohio movie theater. The abandoned building of the First Baptist Church at Second and Clark Streets, on the corner where the Braden Motors parking lot is now located, played an extremely important role in the history of our school, as we shall see a little later.



But back to Evansville proper. Our stranger from the *Eclipse,* asking one of our citizens about railroad connections, would have learned that the Evansville & Crawfordsville Railroad had been running to Vincennes for a year and that it would soon be extended to Terre Haute. It was operating two trains daily in each direction, making the trip in less than three hours. A year earlier, the trip by stage coach had taken all of two days. Although the plan was to extend the railroad to Terre Haute and Crawfordsville, it was connected instead with a line south from Chicago. This development, however, came many years after 1854.

Proceeding up Main Street, our stranger would have observed the substantial buildings and the general air of energy prevailing among the citizens. It is a fact that the newspapers of 1854 carried letters to the editor written by visitors from afar commenting on the fine civic spirit and favorable appearance of the little city of 5000. At Third and Main, on the corner now occupied by Moskin's Credit Store and Smith & Butterfield, the visitor would have seen a plain but good two-story brick building which seemed to be of civic character. It was the Vanderburgh County Court House, built in 1820, and which was to serve its purpose for a year longer until the new Court House on the opposite corner, where the Schultz Cloak House stands, should be ready in 1855. Its ground floor was used on Sundays by various religious congregations which were still without church buildings of their own. On weeks days, especially evenings, it was used for political "speakings," civic rallies, and the literary and scientific lectures which were extremely popular with our ancestors a hundred years ago. It is surprising how many educational and cultural lectures were announced in the *Evansville Journal* of 1854. They were not all held in the Court House; many of them were held in the little school houses or lecture rooms of the several churches, especially that of "The Rev. Mr. MacCarer," which was the Presbyterian "Little Church on the Hill." The time of the meeting, instead of being announced for a certain hour, was set "at early candle light." But one of the churches, more ambitious than the rest, announced its meetings "at early gas light." This was not a vain boast, for by 1854 the Evansville Gas Light Company, chartered in 1852, had its pipes laid and was supplying gas to many of the more progressive stores and offices, as well as to a few churches and hotels. Furthermore, in every block of the built-up part of Main Street, there was at least one gas light on a post. Not every city of the same size was equally well lighted, by any means.

As our stranger proceeded farther along Main Street, what was that which he saw just ahead at Fifth Street? A boat was crossing Main Street. For here was the Wabash & Erie Canal. Projected since 1824, and under construction in its northern reaches since 1827, it finally reached Evansville in 1853, the same year that the Evansville & Crawfordsville Railroad began operations. The longest canal in the country, over 450 miles in length, it connected Evansville with Toledo on Lake Erie and was expected to bring great prosperity to Evansville and to the entire area which it served. Entering the city by way of the present Canal Street, it turned north at Fifth Street; passing the present Central Library, it crossed Main Street and continued to Vine Street, where it angled across the present Court House block. It ran out Fourth Street and First Avenue to the present Indiana Street, where it turned abruptly west and came to a dead end at Seventh Avenue. The projected connection with Pigeon Creek was never made. At each principal street a bridge crossed the canal, most of them only foot bridges, but a few were wagon bridges. Occasionally a bridge broke down, an occurrence which brought vituperative letters to the editor, as though he could do something about it. Occasionally, a child which had eluded its parents fell off one of the bridges and was drowned, an event causing only passing comment in the *Evansville Journal,* such as, "We have not been able to learn the name of the child," or "Its father is said to be a porter at the St. Cloud Hotel." By the late 60's, the canal had been completely abandoned for navigation, and letters to the editor demanded more speed in filling it up.

On the very edge of town, on the block bounded by Fifth and Sixth, Main and Locust Streets, stood a pleasant grove of trees with a comfortable residence in the middle, on a little rise of ground. This was the residence of General Robert M. Evans, the old Indian fighter and astute politician for whom the city was named, but who was by no means its founder. In fact, he did not even move to the city until eight years after its founding. Mr. Evans was much later the donor of Evans Hall, occupying the present site of the Central Library.

Away out in the country, at Eighth and Division (now Court) Streets, stood one institution which should be mentioned: the German church now called the First Evangelical Church but then called the Salem Church. Where Central High School now stands were either cornfields or "commons," open lots overgrown with weeds. Through the streets wandered pigs, geese, chickens, and an occasional strayed horse or cow, usually pursued by a boy sent out to recapture it.

Although Evansville in 1854 as we have described it was in advance of most towns of its size in the Middle West in appearance and civic spirit, it, in common with other towns, was notably lacking in hundreds of things which we now consider necessities. Let us enumerate a few such things.

There were no hard-surfaced streets in our city. The sidewalks were of transverse planks laid on lengthwise sills. No running water was available; each family had its water supply in a cistern, filled each winter from the roof and remaining cool because it was below ground. No sewers had yet been laid; all sewage stood in the gutters at the edge of the streets until it dried up or ran away. Flies and mosquitoes buzzed everywhere in summer. No house in Evansville had a bathroom nor an indoor toilet; no home and no public building had a furnace, all being heated by stoves or fireplaces.

A fire in town was an occasion for wild excitement, which at times became almost a jollification. We had no paid fire department, all firefighting being done by volunteer companies, each owning its own engine and hose reel. It was a great distinction to be admitted as a member of the Washington, the Jackson, the Crescent City, or the Young America company. The companies, besides rushing to fires, served somewhat the same purpose as a club or a lodge, a deep sense of fraternalism existing among the members.

When an alarm was sounded on the big bell downtown, men dropped their tools and left their work to run to the engine house. Each grasped the rope at his own designated place and the company ran headlong to the scene of the blaze. The companies felt a keen rivalry to be the first to reach a fire. Two means of getting water to the blaze were used: placing a hose down the nearest cistern and operating the hand pump, ten to fifteen men on a side, or by the older "bucket brigade," passing the water along the line and up the ladders by hand. Needless to say, if a fire was not put out almost immediately upon being detected, the building was doomed to total destruction. Not until 1888 did Evansville establish a paid fire department with men on full-time duty. By contrast, we had a small paid police force even before we received our city charter in 1847.

No automobile was to chug along our streets for another fifty years. Horse cars were still more than ten years in the future, and electric cars nearly forty years. All merchandise was hauled in wagons or on drays; transportation of people was by horse and buggy, high-wheeled bicycles, or on foot. Stage lines ran to nearby towns, and an intra-city line ran during the summer from downtown out to Pigeon Springs, a favorite pleasure resort on the creek. The springs went through many changes of name and of ownership; the location is now called Lamasco Field.

Electric lights and power were still over thirty years off, and telephones almost as far in the future. No house-to-house ice delivery was made because the manufacturing of ice had not yet been invented. Ice was saved during the winter by cutting it from the surface of the creek, the canal, or nearby ponds and storing it in sawdust; it sold during the summer at six cents a pound. When we had a mild winter with little ice, a supply was shipped from the north over the new Evansville & Crawfordsville Railroad. Ice cream could be had downtown at "ice cream saloons," but it was too expensive to be indulged in except on the Fourth of July. Soft drinks were forty years off, but alcoholic beverages were consumed in staggering quantities. Milk deliveries were made by milkmen who lived on the edge of town and kept a few cows; the milk was hauled in tall cans and dipped out into a bucket or pitcher at each customer's front gate. With no refrigeration available the milk had to be boiled immediately to prevent its turning sour.

All cooking had to be done on flat-topped cookstoves in the kitchens, these stoves burning either wood or coal. Bread and cake were baked in the ovens of the cookstoves. Even in summer the fire had to be kept going, at least long enough to prepare each meal. Flatirons for ironing clothes were heated on the cookstove; all washing of clothes was done in tubs with washboards, neither commercial laundry nor washing machine for home use existing for at least forty years after

1854. Men needing a suit cleaned carried it to a tailor who "scoured" it with soap and water on a table provided with a drain, finishing the job by ironing it by hand with a heavy hollow flatiron heated from within by a charcoal fire.

Probably the worst drawback to life in 1854 was the lack of medical facilities. Evansville was unusually fortunate in having a medical college; its course, however, was short and the scientific knowledge of even the best physicians of the day was extremely limited. Previous to the establishment of medical colleges, young men aspiring to the profession made connections with an older practitioner, read the medical books in his office, observed while he consulted with his patients, and made the rounds with him in his horse-drawn buggy to visit his homebound patients. After some study they acquired a fund of observations concerning symptoms and remedies, and as soon as the older physician gave his approval, they set themselves up in practice, bestowing the title of "Doctor" upon themselves. Drug stores abounded, selling hundreds of varities of patent medicines, consisting chiefly of flavored, colored alcohol, each of them "guaranteed" to cure all ills of man or beast. Unless an illness appeared to be very serious, most mothers treated the sick members of the family with one or more of these nostrums or with home remedies suggested by the "doctor book" which, with the family Bible and the weather almanac, constituted the family library.

But suppose a person became extremely sick and in need of hospital care? That was indeed a misfortune, because Evansville had no hospital; neither did most other cities, except those of the older eastern seaboard. The first operation in the world under an anaesthetic had just been performed in 1854; to the joy of the medical profession and the amazement of the populace the patient felt no pain during the ordeal. Until then, a person so unfortunate as to have a leg or arm crushed or needing amputation because of gangrene was strapped down to a kitchen table so that he could not move, and the member was hacked off despite his screams and groans. To open the abdomen, of course, meant almost certain death from peritonitis. Evansville was unusually fortunate in being selected the same year for the building of a government hospital, the huge brick Marine Hospital on the river bank below the mouth of the creek, nearly at the foot of what is now Eleventh Avenue; but it was available only to steamboatmen and government employees. Ordinary citizens derived no benefit from it. Most of the death notices in the papers, if those of young women, were from tuberculosis (then known as "consumption"); if those of young men, from drownings, shootings, stabbings, runaways, or malaria. Both sexes, however, had many deaths from pneumonia and from contagious diseases which frequently assumed the proportions of epidemics, and elderly people pined away and died from the general effects of age.

But what of the merchandise business in Evansville? The advertisements of 1854 announced only the most staple and prosaic articles: stoves, plain furniture, calico, gunny sacks, lard, axle grease, hay and grain. No attempt had been made to give merchandise any eye appeal; no packaged or processed foods existed; any grocer who bought some fruits or green vegetables from a farmer had to sell them before they spoiled. Most farm products were sold directly to the housewives at the curb and had to be cooked or eaten the same day. The fresh meats in the butcher shops had to be sold quickly and cooked at once by the purchaser

Men needing a suit went to a tailor and had one made to measure, which was an expensive procedure and indulged in only once in several years. Work clothes could be purchased at a few stores. Women needing a Sunday dress had it made by a dressmaker, of which there were a good many in the city. Women's hats were made to order; men's hats could be bought in several stores. Wash clothes for the family were made by the mothers on one of the new sewing machines then just bcoming available and which were a great improvement over the hand-sewing prevalent until only a few years earlier.

Amusements were simple. In summer the family went to Pigeon Springs in the evening or on a Sunday afternoon, walking one way and taking the stage the other. In winter they went for a sleigh ride or popped corn at home. The Apollo Hall offered frequent stage shows and variety entertainments. The churches offered instructive lectures. Moving pictures were yet fifty years off; even still pictures on the screen were not often available. Circuses and menageries often visited the city; they must have enjoyed considerable patronage, judging by their advertising, which suggests that the citizens displayed great interest in the exotic beasts which were shown. Travelling waxwork shows also came to the city, as did intinerant museums of curiosities and freaks.

The chief means of livelihood in the city were routine jobs in small hand-operated manufacturing plants: furniture shops, wagon shops, smithies, plow factories, broom factories, foundaries, soap works, and several breweries. Men worked long hours for small pay, in most cases not less than ten hours a day, six days a week, for ten dollars or less a week—often much less. Men with a business college education did a little better in an office, doing the bookkeeping, letter-writing by hand, billing, filing, and making out of periodic financial statements while sitting on a high stool, often working early mornings or late evenings by candlelight. It was an age of simple occupations, simple recreations, little cash, few luxuries, but a closely-knit, richly rewarding family life leavened with close friendships and an active and sincere church life. Such was life in Evansville one hundred years ago.

CHAPTER 2

OUR PUBLIC SCHOOLS IN 1854

The year 1854 was a momentous time for the citizens of the little town of Evansville, for our public schools were then just rounding out their first year of operation.

We may well ask the question, "What, then, did the children of Evansville do prior to 1854? What sort of schools did they attend?" The answer can be made clear, but it takes some explaining.

The Congress of the United States, in a law passed on May 20, 1785, gave its blessing in tangible form to the cause of education by setting aside, in the Territory Northwest of the River Ohio, the sixteenth section of each congressional township for the maintenance of public schools. It reaffirmed its stand in the Ordinance of 1787 in its famous words, "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools, and the means of education, shall forever be encouraged."

The Territorial Legislature passed two laws concerning education, one authorizing the leasing of the school lands under certain regulations and the other permitting the Courts of Common Pleas to appoint trustees of those lands.

The State Constitution of 1816 required the General Assembly to adopt certain measures to insure the careful management of the school lands and of any funds arising therefrom. It also provided for a general system of education, with regular gradations from township schools to the state university. But most of the intentions of this law were never carried out because of the following handicaps: (1) inadequacy of funds to pay teachers and build school houses; (2) impossibility of securing qualified teachers; (3) sparseness of population in the rural districts; (4) errors in legislation; (5) mismanagement of school funds; and (6) prejudice in certain quarters against free schools.

Laws passed in 1816, 1818, 1824, and 1828 attempted to remedy these bad situations, but little progress was made. There were no completely free public schools; and the existing district schools were inaccessible, they had very short terms, the teachers were only such as could be had at the prevailing wretched salaries, and attendance was voluntary and hence very irregular.

Under these laws, each township in the state was divided into school districts, identified by serial numbers, each township beginning its numbers with "1." Many of our readers will remember having attended "District School No. 1" (or any other number) of their home townships. Vanderburgh County had 50 such districts, a number of them being located within the city limits of Evansville as they then existed. Each such district had its district school, but there was no organic connection among those schools.

One of those district schools was a brick building near Third and Main Streets, approximately where the Town Room of the Vendome Hotel is now located. It has often been erroneously stated that it was on the corner now occupied by the National City Bank. Another was kept in the engine house on Vine Street, between First and Second Streets. Still another was kept in the engine house on Locust Street, near the corner of Eighth Street. Then there was a brick school house just off the "end" of Main Street, near Ann Street (now Pennsylvania Street); it was probably outside the city limits at the time of its erection, for it appears to have been considered "old" even in 1854. In Lamasco, there was a school house near Daniel Chute's home on Clark Street near Honest John Street (now Ohio Street).

Each of these district schools was operated by the Township Trustees, but not under any unifying organization. The trustees could and did transfer the teachers from one to another of these schools according to whim. Daniel Chute taught for many years in the school near Third and Main, but he also taught in the Lamasco school. The famous schoolmaster of early Evansville, J. W. Knight, taught in various of the district schools. A notice in the *Evansville Journal* of August 11, 1852, reads as follows:

> SCHOOL NOTICE.
>
> The trustee of District No. 6, would give notice that he has engaged Mr. T. W. Knight, to teach the District School in the Engine House on Vine St., to commence on Monday, the 16th day of August.
>
> Terms per Quarter
>
> Three dollars per scholar: two dollars will be paid by the District, and the remaining one by the Parents.
>
> J. C. Henson, Trustee

The name "T. W. Knight" is a typesetter's error for "J. W. Knight." The notice contains two items which give us light on those district schools; they began in August, as is borne out by numerous similar notices in the early 1850's, and they were only partly free.

An extensive reading of school announcements and news items concerning township finances in the early 50's reveals the fact that there was a tax levy of 10 cents on each hundred dollars' valuation, under the laws of 1824 and 1828; but since it was inadequate to pay the teachers' salaries and the cost of operation, the parents had to make up the difference. Public-minded citizens who could afford it also made voluntary contributions to the district school funds, for which reason such schools were sometimes referred to as "subscription schools." These district schools were not popular with many citizens. Parents of wealth preferred to send their children to private schools, and those of small means could not afford even the pittance to pay their part of the tuition. Since there was no compulsory attendance law, children of parents who could not afford the cost and children of parents who had not been awakened to the blessings of education simply did not attend school. Of course this situation could not go on forever, and the general state-wide education law passed by the Legislature on June 14, 1852, made the following revision of extreme importance for Evansville:

> Incorporated cities and towns shall constitute school corporations, independent of the townships in which they may be situated, and shall be entitled to the proportional amount of school funds to which the number of children between the ages described by law will entitle them. (Revised Statutes of the State of Indiana, 1852, Vol. I, Chapter 98, page 444.)

But what were *the ages described by law?* One of the previous laws which attempted to set up schools in Indiana had set the plan for apportioning school funds on the basis of an annual house-to-house enumeration of all children, white and unmarried, between the ages of six and twenty-one, as computed on a certain specified date in April. Many readers of this work will remember the annual enumeration, carried out under the direction of Attendance Officers F. A. Myers, Adolph Stallman, and William McLean. This remained the basis of apportionment of school funds until the year 1932, when the basis was changed to the average daily attendance, which made the annual enumeration unnecessary. At some time between 1850 and 1880, the word *white* was stricken from the law, thus including colored children on the same basis as the white.

Returning to the law itself, incorporated cities and towns now had the right to set up organized school systems and to abolish the township district lines within their corporate limits. Outside such limits, the district system continued as before and continues to this day in those few areas where consolidation has not yet been effected.

Indianapolis, Evansville, Fort Wayne, New Albany, Crawfordsville, and perhaps a few other towns immediately availed themselves of their rights under the new law to establish city schools. In Evansville, our charter of 1847 made the Board of School Trustees elective. Horatio Q. Wheeler, William Hughes, and Christian Decker were our first Board, elected in 1853. A better choice could not have been made, since these men were so sincerely devoted to the cause of "our common schools" that they went far beyond the line of duty in carrying out their responsibilities and showed great inventive genius in finding ways of getting around such hindrances as beset their path.

Our first Board of School Trustees did some careful planning before announcing their intentions. They arranged to take over the district schools already in operation, to open others, and to fuse them into a well-knit system. Since the plans for the school year 1852-53 had already been made, they did not attempt to function during that time. But beginning with late August, 1853, the district schools within Evansville were a thing of the past, and the "common schools" of Evansville began operation.

By this time the school near Third and Main had become so dilapidated that it was considered unfit for use. The school near the end of Main Street may still have been outside the corporation limits, since it is not mentioned in a notice of 1855. The Board attempted to get along without using the engine houses and succeeded for a time until overcrowding forced them to revert to this makeshift. But having no real public school buildings, they operated for their entire first year, and to some extent thereafter, in rented quarters. An announcement in the *Evansville Journal* of Thursday, September 13, 1855, (1) gives us light on the locations being used:

> **SCHOOL NOTICE**
>
> The Public Schools of the city will open on Monday next, as follows:
> The High School, (2) and Mr. Redmond's in Carpenter's Brick Block.(3)

---

(1) We also have available the notice for the opening of the schools in August 1854, but it gives no locations. Instead, it announces classes "in the rooms occupied last year for Public Schools." We have not been able to locate a notice for 1853.

(2) All discussion of the conception and activation of the high school is postponed until Chapter 5.

(3) A new building, erected in 1853, at First and Vine Streets but on which corner we have not yet been able to determine.

> The girls school in the College Building.(4) Mr. Knight's school in Shanklin's building corner of Water and Locust Streets, and Miss Hooker's School as heretofore.(5) The Fourth Reader boys of Mr. Shirley's School will attend at Shanklin's Corner and the Third Reader boys of the same school will unite with Mr. Redmond's school.

In the same year, the *Evansville Journal* also carried a school notice of the independent town of Lamasco, the public school system of which was separate from that of Evansville. Under date of September 5, 1855, we find:

> **NOTICE**
>
> The Public Schools of Lamasco will commence on Monday, Sept. 10. The male scholars will attend at the Brick School House, (6) and the female at the Baptist Church on Clark St. (7) Lamasco, Sept. 5, 1855.
>
> T. McAvoy, Clerk.

Regarding the old school house near Third and Main, in the "Proceedings of the City Council" reported in the *Evansville Journal* of July 6, 1854, we find that a committee of councilmen was appointed to meet with Captain Nathan Rowley, an early operator of canal boats here, to ask him to sign away his rights to the lot on which the old school house stood in the rear of the new Washington House. We have already seen that the Washington House was the new hotel on the northwest corner of Third and Main, in the identical building now occupied by Stein's Stores, Inc. From another source, we find that the lot on which the school house stood was lot 130 of the Original Plan of Evansville. Reference to the plat book in the recorder's office shows that lot 130 is just about where the Town Room of the Vendome Hotel is now situated.

It is obvious that some means had to be found for providing financial support for these "common schools" of Evansville. Our Board of School Trustees decided upon a tax levy of twenty-five cents per hundred dollars' valuation. They may not have had the benefit of this levy during the school year 1853-54. We do not find any definite statement on the subject, but they may have done the best they could with the old district school funds still on hand. In he spring of 1854, the Board of School Trustees proceeded in the most democratic manner possible. They submitted their plans to a referendum of the voters. The *Evansville Journal* for March 28, 1854, and for several days thereafter, carried the following announcement:

> **PUBLIC SCHOOL NOTICE**
>
> The qualified voters of the City of Evansville, are hereby notified that the next Charter Election, to be held at the Neptune and Phoenix Engine Houses, on Monday, the 3rd day of April next,, the following question will be presented for their consideration, viz: "Shall a School Tax be levied by the Common Council for the current year?"
>
> By order of the Common Council.
>
> mh-28--te GEORGE H. TODD, City Clerk.

Voters of the present day might well wish that questions submitted for their consideration and vote were worded as briefly and to the point as this question of 1854. In the same number of the *Journal*, Mayor John S. Hopkins published a "Special Notice" calling the attention of all "qualified voters of the City of Evansville" to the question on which they were to vote.

---

(4) Th "Old Medical College" at First and Walnut Streets, on the lot later occupied by the residence of Dr. Louis D. Brose: In 1853, the Evansville Medical College had moved to the top floor of the new Carpenter's Block, and several public schools had been housed in the old building.

(5) To find what "heretofore" means in this case, we must locate notices for 1853 and 1854 giving further details than those we have thus far found.

(6) On Clark, near Honest John Street.

(7) Mentioned in Chapter 1 as important in the history of the high school.

In the same issue of the *Journal*, the fine services of the Board of School Trustees during their first year in office were recognized by Editor A. H. Sanders in the following "Local Item:"

> Read the special notice of the City Council, returning thanks to Messrs. Wheeler, Decker and Hughes, for their services as Trustees of the Public Schools, and recommending them for re-election. We earnestly hope they will be re-elected, and the citizens will vote for the school tax.

The citizens responded vigorously to the urging of the editor, the mayor, and the council by turning out in unusually large numbers and voting for the school tax by a ratio of five to one.

We have read opinions of earlier writers that Horatio Q. Wheeler had a terrific battle to get public school's started here; that he was practically alone in his stand and had to overcome almost unanimous prejudice and opposition. An extensive reading of the newspaper accounts of 1853 and 1854 does not bear out this assumption; in fact, it strongly indicates the contrary. There was a widespread demand among our citizens for a sound public school system; the need for it was almost universally recognized; the time for it had come; all that was wanting was a leader; and that leader was Horatio Q. Wheeler, who spearheaded the drive for public schools and who fathered and nurtured them until they were on a sound permanent basis. The more one studies his career in Evansville the more one realizes that it would be impossible to overestimate the debt of gratitude we owe to his far-sighted policies.

Let us study now the scholastic organization of the public schools of Evansville in 1854. The sequence of grades from one through eight in the elementary schools and nine through twelve in the high school did not then exist. Instead, we had the following sequence: primary, intermediate, and grammar schools and the high school.

Each of these schools consisted of several *classes*, the "first class" in each being the highest class, those pupils nearly ready for the next higher school. Pupils did not stay in each school any certain length of time; they stayed there two, three, or four years, until they had met the then quite rigid requirements for promotion out of that school into the lowest class of the next higher one. One early intermediate school teacher tells in her memoirs that she had girls from eight to fourteen years old. A teacher did not have much choice about promoting because that operation was on the basis of an examination, the papers of which might be demanded as evidence. But no teacher of those days would have yielded to any sentiments of mercy and promoted an unqualified pupil lest he be judged unfavorably by the poor performance of his product. Because of the rigid requirements and because of that bane of our early schools and our present-day schools, irregular attendance, pupils, especially boys, eighteen or even twenty years old were occasionally found in the grammar school. Such pupils never reached the high school; those who reached that almost heavenly goal usually reached it by the age of fourteen, as they do now.

As to physical organization, each school operated independently of every other school, but all were under the Board of School Trustees. Each school was housed wherever the Board could rent suitable quarters. Because of the short walking distance between any two points within the city, little effort was made to prescribe limits within which a pupil must attend a certain school. The main thing was that he must attend a school of the level on which he belonged scholastically.

If a building rented for school purposes happened to be large enough, it might contain two or more schools; for example, in 1855 J. W. Knight's school and F. F. Shirley's school both met in Shanklin's Building. Any building large enough might contain a primary and an intermediate school, or an intermediate and a grammar school. A few years later, we find a grammar school occupying the best rooms of a building, and a primary school crowded into the basement. This fact is important: when there were two or more schools in a building, each of them operated without regard for the others, and the fact that they were in the same building was purely coincidental. There was no such thing as a building faculty and a building principal until 1868. There was no more organic connection between two schools under the same roof than there is between two families of today occupying the two independent halves of a duplex residence.

Each school had two teachers: the *principal teacher* and the *assistant. Principal teacher* did not at that time imply any administrative responsibilities whatever, not even a few years later when his title became shortened by popular usage to *principal.* He might equally well have been called the *responsible teacher,* which indeed he was. He received all the praise for the good accomplishments and good discipline of his pupils, and he also bore all the blame for poor accomplishments and poor conduct of his school. The *assistant* was either a young teacher just entering the service or a young woman of culture and ability, but often having no actual training for teaching whatever. She worked so closely with her principal teacher that she could not be guilty of very much bad pedagogy without being set right by him. The salaries of principals were not at all bad for those times. Typical salaries were $600 to $800 for women principals and $800 to $1000 for men. But the assistants received a miserable pittance, usually $250 to $300. Of course, only a young woman living at home with her parents could exist on such a trifle.

Each school occupied two rooms, the "main room" or "big room" and the much smaller "recitation room." While one of the teachers remained in the main room, the other took a class in the *Third Reader* or in *Ray's Second Book* to the recitation room. The teacher remaining in the main room meanwhile also conducted a recitation of another class on the recitation benches in the front of the big room. During all this coming and going and reciting, those pupils not immediately involved remained in their seats in the big room occupied with "busy work" or "seat work," terms well remembered by many of our readers. This triple schedule was made necessary by the large number of subjects and the several classes which had to be conducted by the two teachers each day. The assistant "heard" as many recitations a day as the principal, but did not have the same responsibility nor receive a comparable salary. For such activities as singing, physical culture, drawing, and probably penmanship, the two teachers together conducted the entire operation in the big room.

"Big room" is no misnomer, for, judged by present-day standards, the enrollment of each school was enormous. Ninety pupils per school was about the minimum this writer has found mentioned; it nearly always ran over one hundred. The *Evansville City Directory* for 1858 in its excellent chapter on the public schools gives the enrollment in the five primary schools as 170, 274, 254, 190, and

169, respectively. An enrollment of 150 was about normal for those times. Teachers of today cannot conceive of two human being, one of them often not even qualified, keeping such a horde of young humanity quiet long enough to hear necessary directions, to say nothing of teaching them anything. We find a report of 1867 indicating that because an assistant had been sick for the last six weeks of the term in the spring, the principal had been handling 120 youngsters by herself. They must have had some means of impressing children which teachers of today do not have, for there was not as much severity or corporal punishment as tales of old-timers would lead us to believe. In fact, the editor of the *Jounal* usually commented on the fine relationship which he observed between the teachers and the children.

The pupils of a hundred years ago were universally called *scholars,* regardless of age or scholastic ability. We find them called scholars in newspaper stories, in school notices, and even in the minutes of the Board of School Trustees. We simply have to accept the usage of that day.

In the primary schools boys and girls were taught together. In the intermediate and grammar schools they were rigidly separated. There was no way for them to engage in any joint activities, for they attended different schools usually in different buildings. But in the high school they were again together, probably because the enrollment was not large enough to justify two schools. We have not found any statement in our research indicating the reason for segregation of boys and girls in the intermediate and grammar schools; it was probably just perpetuation of a custom already existing when the public school system came into being. Not until the superintendency of A. M. Gow, who came to Evansville in 1867, were the boys and girls combined on all levels.

The men teachers of a hundred years ago, especially those who had been in the community at least a few years, were almost unanimously called "professor." J. W. Knight was almost always referred to as "Prof. Knight." The superintendent was very definitely called "professor." This custom was observed in popular parlance, in newspaper stories, and even in the minutes of the Board of School Trustees. Even in the early 1900's the title was given to the superintendent and the more elderly and highly respected men principals and teachers. Considering the personalities of the men thus designated, the title strikes one as not entirely inappropriate.

CHAPTER 3

OUR FIRST BOARD OF SCHOOL TRUSTEES

The three men who comprised our first Board of School Trustees and their friend who helped conceive the original idea of a system of free public schools have exerted such a far-reaching influence over the lives and careers of succeeding generations in Evansville that it seems worth while to record for future students some biographical information concerning them. We are unusually fortunate that in three of the four cases we have been able to consult with their direct descendants, either in person or by letter, and obtain details which otherwise might have been lost to us.

HORATIO Q. WHEELER

Horatio Q. Wheeler was born in Chesterville, Maine, in 1819. He graduated from Bowdoin College in 1844. He partially financed his college education by teaching district school, as so many young men preparing for other professions did in those days. Two certificates issued by school examiners testifying to his qualifications to teach "common branches" are preserved at Willard Library.

Young Wheeler carried on his law studies as so many young men then did by reading and observing in the offices of older lawyers. He was admitted to the bar in 1846, and the same year he and his young wife left Maine for the region then called "the West." He investigated Wisconsin Territory and considered settling there. Two letters of recommendation to citizens of Green Bay declare him to be a young man of steady and sober habits. But instead of making his home there he came to Evansville. Soon afterwards he formed a law partnership with John Ingle, Jr.

When the first Board of School Trustees was to be elected in 1853 it was natural that Horatio Q. Wheeler should be a candidate since he was actually the father of the plan for free education for all who wanted it. His services were so efficient and so freely given that he remained on the Board until 1865. On one occasion, in 1859, he submitted his resignation; but entreaties on the part of members of the City Council and editorials in the *Journal* evidently had their effect. He reconsidered and remained on the Board six more years. From 1853 to 1861, he was also Superintendent of Schools, although from 1858 to 1861 he deputized J. W. Knight, the veteran teacher of Evansville, to do the active work. He also took care of most of the details of the erection of the first two public school buildings in Evansville, the Upper School, (now Wheeler) in 1855, and the Lower School (now Carpenter) in 1859.

In 1866 Mr. Wheeler left Evansville and returned to Maine, where he established his law practice in Portland. Mrs. Lorain M. Cutler in a manuscript account of her early school life tells the story of his departure thus:

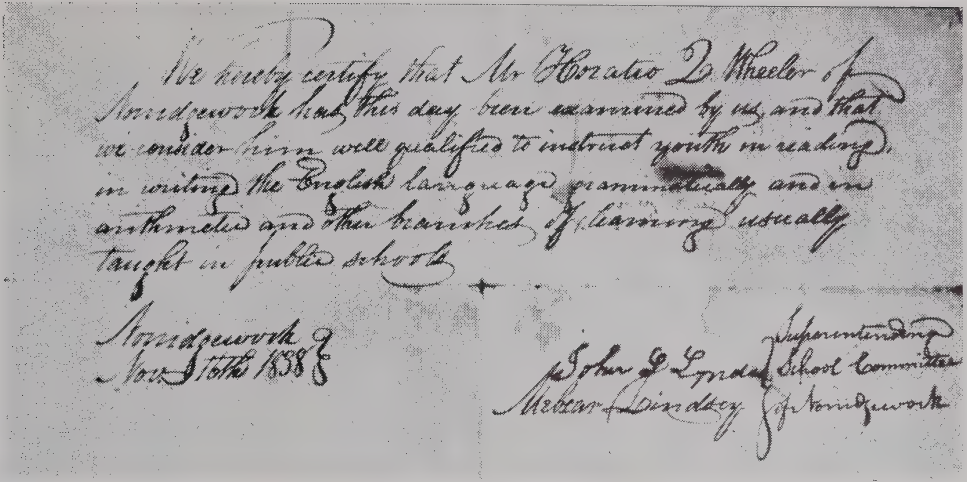
Horatio Q. Wheeler

(By courtesy of the National City Bank)

> Had he followed his own inclinations, I feel sure we could visit his grave in our own Oak Hill today, but his wife longed to spend her last days in her home state of Maine; so after twenty years of successful business life here he left for the East in 1866, leaving behind him a host of friends who deeply regretted his departure. Many of our people regarded him as a benefactor, a promoter, a man who did things which tell for the advancement and improvement of any community.
>
> When he returned once for a visit, his stay in our home seemed to revive the days of old and awaken all his former love for the West; and he confessed that this was home to him. A few years later we visited him in Portland for a day, and he again remarked that "Evansville will always be home to me."
>
> Failing health sent him to California (where his daughter lived) but the change availed nothing and he passed from earth in 1888 in San Diego.

Mrs. Cutler states a character trait of Mr. Wheeler which seems to justify recording here:

> Mr. Wheeler's kindness of heart was ever manifested by a thoughtfulness for those who were strangers in the town, especially those connected with the schools, and they always found a warm welcome awaiting them at the Wheeler home.



We hereby certify that Mr Horatio Q. Wheeler of
Norridgewock has this day been examined by us, and that
we consider him well qualified to instruct youth in reading,
in writing the English language grammatically and in
arithmetic and other branches of learning usually
taught in public schools.

Norridgewock
Nov. 15th 1838

John G. Lynde
[illegible] Lindsey
Superintending
School Committee
of Norridgewock

Teacher's License Issued to Horatio Q. Wheeler in 1838

in Norridgewock, Maine — Entirely in Manuscript

> Mr. Wheeler was so genial in his manner that it was a pleasure to the teachers to see his bright face and laughing eyes. None seemed to fear him, but all held him in profound respect. Nothing seemed to please him more than for teachers to congregate at his home for an evening of recreation and exchange of opinions on popular subjects.

Clara Pushee, pioneer Evansville kindergarten teacher, also visited the Wheelers in Portland and recorded her recollections as follows:

> "Portland never seemed like home to me, after Evansville," confided Mr. Wheeler.
>
> He remembered every boy and girl in the city years after he left and knew a lot more of them than I did. It was almost pathetic to hear him ask so eagerly after the welfare of many a little waif whom he had known when superintendent. All we talked about was Evansville.

When H. Q. Wheeler died in 1888 the local Board of School Trustees drew up resolutions of esteem for Mr. Wheeler and of sympathy to his survivors.

Rose Rudin, in a feature story in the *Courier* in 1915, said that Harriett Street was named for Mrs. H. Q. Wheeler and Mary Street for their daughter, who herself was probably named for Mrs. Wheeler's sister Mary Clarke, first assistant in our high school. These statements are accepted with reservations.

When Mr. Wheeler left Evansville, he left a quantity of his correspondence in care of his friend, Judge Asa Iglehart. The file contained letters of application from early Evansville teachers, letters reporting conditions of schools in other cities as seen by Evansville citizens visiting elsewhere, and letters regarding educational matters in which Mr. Wheeler had to make a decision. From the judge, the material descended to his son, Attorney John E. Iglehart, who presented it along with sheaves of his own notes to the Willard Library. The papers are thus available today to students of early Evansville schools wishing to work in original source material.

They Guided Us in Our Early Years

Christian Decker

William Hughes

Philip Hornbrook

WILLIAM HUGHES

The ancestors of William Hughes were of Welsh origin, but at the time when our interest in the family begins, they were living in Galway, Ireland, and were operating a paper mill. There were numerous brothers and sisters in the family. When their father died in the middle 1830's, several of the brothers liquidated their holdings and emigrated to America. Arriving in this country, they scattered to various cities.

William Hughes went first to Madison, Indiana, then a larger town than Evansville. He established a paper mill and in time married into the Davidson family there. Because of an unfortunate experience with a business partner, he found it advisable to leave Madison; so he came to Evansville. The year 1838 found him established here in the business of selling dry goods and notions at 54 Main Street, between First and Second Streets. From the first, his store found great favor with the housewives. It continued in business under three generations for over a century, and by a succession of moves it followed the trend of the retail shopping district out Main Street. Its last stand was in the building now occupied by the Economy Store.

Although a Catholic and sympathetic to the welfare of Assumption School, William Hughes was a firm believer in the cause of the public schools. He was elected to the first Board of School Trustees in 1853 and continued on the Board for twelve years. He was as conscientious about School Board matters as he was about his own store. His sound business sense was of great value to that first Board in setting their financial policies, and his name carried great weight with the public when popular support for their plans was needed. The fourth generation of the Hughes family in Evansville is today closely associated with the civic life of the city.

CHRISTIAN DECKER

Christian Decker came to America from Germany in 1832 and was naturalized three years later in New Jersey. He settled in Cincinnati and plied his trade of wagon maker. Thinking that his opportunities might be greater elsewhere, he left Cincinnati and set forth to discover the city of his choice. When he reached Evansville, he liked the town and decided to establish his business here. The first *Evansville City Directory*, published in 1858, carries an advertisement of his wagon shop, then located on Third Street between Main and Sycamore Streets.

Mr. Decker soon discovered that there was another Christian Decker in Evansville. The latter was a piano maker who had his workshop and salesroom just around the corner on Sycamore Street, between Third and Fourth Streets. The two men became quite well acquainted but were unable to trace any relationship.

Mr. Decker was elected to the first Board of School Trustees which set up the high school in 1854. He was on the Board from 1853 until 1857. His granddaughter, Miss Julia Decker, was a kindergarten teacher in Evansville for many years, retiring in 1940. She graduated from the Evansville High School in the class of January, 1895, and furnished us much of the information here recorded and also the photograph of her grandfather. In view of the active interest she has shown in our Centennial and the great help she has been to us, it is especially sad that we have to record her death during the preparation of this book.

PHILIP HORNBROOK

When Christian Decker's term as a school trustee expired in 1857, it was appropriate that Philip Hornbrook should take his place. The latter was the man who worked most closely with Horatio Q. Wheeler in developing the plans for setting up a public school system. Louise Hornbrook Evans in her memoirs makes this statement:

> The scheme was really hatched in our dining room. There were only three men present, but the plans were laid for a free school devoid of all sectarianism. My father was asked to publish a notice in the daily paper, **The Evansville Journal**, stating that the best people of the town thought it time to establish schools, adding that a meeting would be held on a certain evening at the Court House to consider means to bring this about. Mr. Sanders (Editor Addison H. Sanders) was urged to give the movement his support, which he did unstintedly.

Miss Bessie Hornbrook Thrall, sister of our revered faculty member M. Louise Thrall, has supplied us the photograph of her grandfather, Philip Hornbrook, and has submitted a biographical sketch. Let us hear it in Miss Thrall's own words:

> Our great-grandfather, Saunders Hornbrook, in 1818 came over from Tavistock, Devonshire, England, to find freedom for religious worship. He bought a tract of land about ten miles north of Evansville (which then consisted of thirteen log houses) and called it "Saundersville" (now Inglefield).
>
> Saunders Hornbrook's son, Philip, one of a family of ten children, married Mary Sampson of New Harmony, a descendant of John Alden and Priscilla. He lived in Evansville until his death in 1877. He was collector of customs for the port of Evansville. His private business was one of the establishments known in those days as a "boat store," a store which supplied passing steamboats with practically anything they needed in the way

> of eatables, tools, hemp rope, oakum for caulking the hull, lanterns, supplies for the head maid and the pantryman, and items needed in the clerk's office. He also had a department in his store in which he sold McCormick and Studebaker farm machinery, forerunners of a nation-wide industry of today. His residence was on Locust Street between Sixth and Seventh.

Philip Hornbrook left many children, grandchildren, and other relatives of high mental acumen. So many of them have been intimately connected with the life of the school that a section must be devoted to them in the chapter "Our Faculty."

Mrs. Lorain M. Cutler says of all the early school trustees whom we have here been discussing:

> Mr. Wheeler had associated with him the strongest characters and the finest men of the town. . . . It is the testimony of the teachers that when these gentlemen visited the schools, it was to leave the impression that friends had called. Such sympathetic interest and dignified commendation were offered as to preclude all unrest in their minds and they could go on with their work in a spirit of gladness.

CHAPTER 4

PIONEER PRIVATE HIGH SCHOOLS

Long before the founding of the first public high school in Evansville, some boys and girls who had completed the elementary school were getting the equivalent of a high school education in private academies and seminaries. We know the names of some of the teachers from newspaper announcements as well as from the reminiscences of early pupils.

Most writers on the subject of early schools have been so preoccupied with the quaint features of the "little log schoolhouse" and its "little red" successor that they have almost ignored the existence of private high schools. But they really existed, and some of them were of excellent standing. Their existence in Evansville began surprisingly early.

In the *Evansville Gazette* for August 18, 1821, John Thompson announced his school in this manner:

THE EVANSVILLE ENGLISH AND MATHEMATICAL SCHOOL

	Terms per quarter
Orthography, Reading	$5
Writing, Arithmetic	$4
English Grammar	$5
Mathematical branches	$6 to $10

Including Bookkeeping, Geography, use of the Globes, Algebra, Geometery, Plane and Spherical Trigonometry, Navigation, Surveying, Mensuration, Gauging, Dialling, Gunnery.

On March 12, 1823, Andrew Erskine's school offered the common branches at three and four dollars a quarter, with algebra, geometry, trigonometry, mensuration, and surveying at five dollars.

The available newspaper files now skip to 1840, from which time until 1850 we have representative but not complete sets of the *Evansville Journal.* Complete files are preserved from 1850 onward. During the period from 1840 through 1854 a large number of private schools of secondary level were begun. Some of them ran for several years, others for one or two quarters only. It seems to have been the custom at that time to measure school terms in "quarters" of ten or eleven weeks. The custom carried over into the public schools, even into the public high school.

The private school which survived longest and which probably ranked highest in public esteem was that of Myron W. Safford, A.M., a man noted for his deep piety. It operated as "The Evansville Academy, an English and Classical School for Young Ladies and Gentlemen." Mr. Safford divided his school into a "male academy" and a "female seminary." He advertised regularly, at least from 1847 through 1852. After the establishment of the public schools made heavy inroads into his enrollment he forsook Evansville for Uniontown, Kentucky, where he operated for some years longer. The Willard Library has a letter from Mr. Safford to H. Q. Wheeler which we quote here because it illustrates the precise, almost Biblical language in which the devout man expressed himself:

> Uniontown Ky July. 22.
>
> Bro. H. Q. Wheeler;
>
> Have you yet found my Day's Mathematics?
>
> I am in great want of it, and see not how I can get along without the work. Could I obtain another copy, I would not so much regard the loss of that one, but I know not where I can procure it. I hope you can find it without delay, and if so I would thank you to forward it the first opportunity. Perhaps someone coming to the Springs would bring it.
>
> Fraternally Yrs.
> M. W. Safford

The writer can testify from an examination of hundreds of letters of the first half of the nineteenth century that the total omission of punctuation in inside date lines and also in outside addresses is almost universal, extending even to the omission of periods after abbreviations. The punctuation in the newspapers of the 1850's and 1860's is strange to us, both by omission and by commission.

The private secondary school whose printed advertisement conveys to us the best insight into the curriculum of a really ambitious institution is that of the Misses Conyngton, sponsored by St. Paul's Episcopal Church. We reproduce its announcement in the *Journal* of January 31, 1850:

FEMALE INSTITUTE
A SELECT SCHOOL FOR YOUNG LADIES

of which the Rev. C. A. Foster is Rector, will be opened by the Misses E. Conyngton at the Brick School House, adjoining the Episcopal Church, on Monday, the 11th day of February next.

COURSE OF STUDY

Primary Department
  Alphabetical Lessons, Reading, Spelling, Writing, and the Bible. Per quarter, $3.00.
Junior Department
  Reading, Spelling, Writing, continued. Grammar, Arithmetic, Geography, and the Bible. $5.00.
Senior Department
  Grammar, Arithmetic, and Geography, continued. History, ancient and modern; Natural, Intellectual and Moral Philosophy; Chemistry, Botany, Mineralogy, Geology, Astronomy, Constitution of the United States, Algebra, Geometry, Grecian and Roman Antiquities. Evidences of Christianity, the Bible. $6.00.
Classical and Ornamental Department. EXTRA

Latin, Greek, French, or Italian	$3.00
Music on the Harp, Piano, or Guitar	10.00
Drawing and Painting, water-colors, twice a week	3.00
Monochromatic Drawing, taught in 13 or 15 lessons and materials furnished	6.00

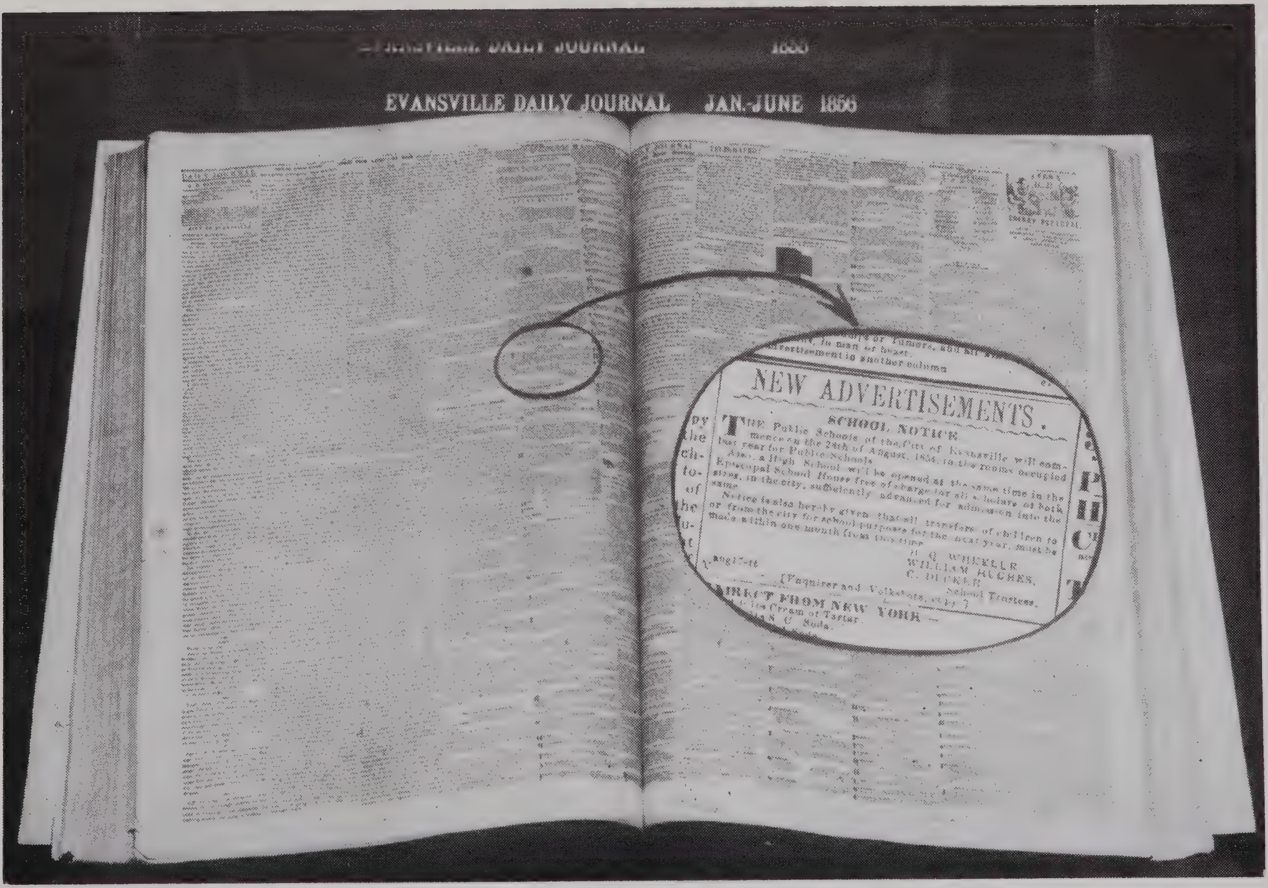
Mrs. C. A. Foster takes charge of the French, Italian, and music Departments.

The Rector will daily visit the School, and deliver two familiar lectures a week on Natural Philosophy and Chemistry, and occasionally examine the classes in the studies they are pursuing.

Jan. 26, 1850.

Following is a list of all the private schools of high school level we have been able to find in the newspaper announcements for the ten years from 1843 to 1853:

1842—Reverend William Vaux and Reverend A. H. Lamon (Episcopal rectors)
1843—Mr. Wurtz, teacher of German, French, and Latin
1843—Mr. Findley and Mrs. Young, sponsored by Reverend A. H. Lamon
1844—Evansville High School, Mr. Trafton
1846—Mrs. Gorsuch's Academy
1846—High School for Boys, J. Faires (in the Court House)
1847—Evansville Female Institute, Mr. Chadd (in his home)
1847—Evansville Female Seminary, Mrs. C. E. Stone
1847-50—Misses York's school for young ladies
1847-52—Evansville Academy, M. W. Safford
1850—Female Institute, Reverend C. A. Foster and the Misses E. Coyngton
1850—James Runcie, teacher of "ancient languages"
1851—A high school for boys and girls, A. J. Wheeler
1851—John Cruse, teacher of mathematics of all kinds
1852—English and Classical School, Reverend James Greene, succeeded in 1853 by J. B. Garritt
1853—H. Fluegel, English, German, French at his or pupil's homes
1853—High School, J. M. D. Miller



EVANSVILLE DAILY JOURNAL JAN.-JUNE 1856

NEW ADVERTISEMENTS.

SCHOOL NOTICE.

THE Public Schools of the City of Evansville will commence on the [illegible] of August, 1854, in the rooms occupied last year for Public Schools.

Also, a High School will be opened at the same time in the Episcopal School House free of charge for all scholars of both sexes, in the city, sufficiently advanced for admission into the same.

Notice is also hereby given that all transfers of children to or from the city for school purposes for the next year, must be made within one month from this time.

[illegible] WHEELER,
WILLIAM HUGHES,
C. [illegible]
School Trustees.

aug17-tt

[Enquirer and Volksbote, copy.]

Page in the Evansville Daily Journal of August 15, 1854,
Announcing the Opening of the High School

CHAPTER 5

THE FOUNDING OF THE EVANSVILLE HIGH SCHOOL

The private secondary schools, often superciliously called "select schools," continued to exist alongside the public high school for several decades, but with such constantly diminishing patronage that eventually they no longer paid their way and were gradually discontinued.

Sometime during the first year of existence of our public schools, 1853-54, the courageous first Board of School Trustees made a momentous decision. They decided that the school system they had set up was good, but not good enough: Evansville also needed a free public high school. There is no doubt that it was the sincerity and the zeal of H. Q. Wheeler which swayed his colleagues to fall into line with the idea.

It was only a few years ago (during the late 1940's) that the date of the founding of our school was definitely established. Elwood P. Cubberly in *Public Education in the United States* says: "The high schools at Cleveland and Columbus date from 1846, Cincinnati from 1847, Toledo from 1849, Evansville from 1850, St. Louis from 1853, and Chicago and San Francisco from 1856." The *Annual Report* of the United States Commissioner of Education for 1904 gives 1856 as our founding date. Dr. Cubberly may have been misled by the names of some of the private high schools, at least one of which called itself the "Evansville High School." J. E. Igleheart said he understood that we opened early in 1854. The date on the Central banner and the Central official seal is 1855—on what basis, we do not know.

The manuscript and printed recollections of very early students add to the confusion. We have in our files four such papers; three of them differ with regard to the date of the opening of the school; and the fourth does not mention a date. Ruth Kilbert in *Central High School—Its History*, published in 1932, accepted 1854, but the manuscript to which she credited it was referring to the public school system, not the high school. It is very understandable that the recollections of early students, put down on paper sixty years later, should differ in such details as the date of opening. They also differ as to the sequence of our principals.

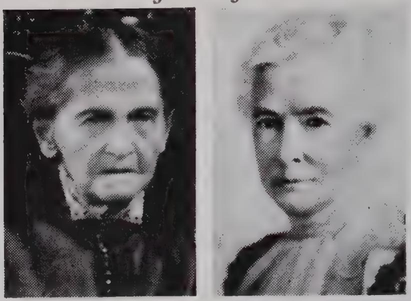
It remained for Florence Harris, long-time teacher at Delaware School, now retired, to locate the newspaper announcement which definitely fixes the date of our birth. Miss Harris set about some years ago to search the old newspaper files at the Willard Library for all references to education in Evansville from the earliest times through 1854. It was she who gave the writer the exact reference he needed and initiated his *systematic* pursuit of contemporary references and source material which has made this book possible. He had already gathered a great many clippings, pamphlets, and notes but had made no effort to organize them for use until the needed reference was given him.

We find the announcement of the opening of the school which is now Central in the *Evansville Journal* for August 15, 1854:

Twins In Our First Class

Louise **Julia**
Daughters of Philip Hornbrook

Two Very Early Students



Mrs. S. G. Evans **Mary O'Byrne**
(Louise Hornbrook) **Miller**

SCHOOL NOTICE

> The Public Schools of the City of Evansville will commence on the 28th of August, 1854, in the rooms occupied last year for Public Schools.
>
> **Also a High School will be opened at the same time in the Episcopal School House free of charge for all scholars of both sizes, in the city, sufficiently advanced for admission into the same.**
>
> Notice is also hereby given, that all transfers of children to or from the city for school purposes for the next year, must be made within one month from this time.
>
> H. Q. Wheeler,
> William Hughes,
> C. Decker,
> School Trustees
>
> (Enquirer and Volksbote, copy)

It is obvious that the phrase, "of both sizes," is a misprint for "of both sexes." The old district schools and the new public schools had been opening their fall quarter the latter part of August, and the Trustees had planned to do the same. On August 23 a parent wrote a letter to the editor suggesting that the opening of school be postponed to September 15 "in consideration of the excessive heat of the summer and the consequent debility of the children." Influenced perhaps by this letter, perhaps by the weather, a second notice appeared on August 24:

SCHOOL NOTICE

> **The Public Schools of Evansville will not commence until the first Monday in September. By order of the Trustees.**

The first Monday in September, 1854, was September 4, so we accept that date as the date of opening of the free public high school which is now Central.

How did the Board of School Trustees decide what "scholars . . . were sufficiently advanced for admission into the same"? Was the fact of having finished the grammar school sufficient? Was it on recommendation of the grammar school teacher? Far be it from our conscientious first Board to accept such flimsy evidence! They put the grammar school pupils recommended by their teachers through a qualifying examination! Seventeen of them passed—nine girls and eight boys—and were declared ready for high school. One of the seventeen, Margaret Allen Armstrong, tells in her memoirs of being notified of their good fortune: "I was somewhat alarmed when we were called out of school, as I could think of nothing amiss with our deportment."

Two of the girls in the first class, Mrs. Armstrong and Louise Hornbrook Evans, have left us lists of the seventeen names. They agree perfectly in every way with two exceptions: Mrs. Armstrong realized that she had forgotten one name, and one of the lists contains a name we are convinced was incorrectly typed.

From these two sources we can now present a complete list of the eight boys and nine girls who entered the first class of the high school in September, 1854:

BOYS	GIRLS	Married names if known
Will Andrews	Sarah Andrews	
Charles Bennett	Margaret Roberta Allen	Mrs. Margaret Allen Armstrong
George Davidson	Mary Gill Harvey	
Peter Elliott	Carrie Hornbrook	(Died at eighteen)
Frank Hopkins	Julia Hornbrook	Mrs. Walter E. Thrall
Ed Hughes	Louise Hornbrook	Mrs. S. G. Evans
Francis O'Bierne	Eliza Kellogg	Mrs. Eliza K. Vietz
Mark Ross	Cora Pentecost	
	Mary Woolsey	

We note the absence of the names of Mary O'Bryne, later Mrs. Miller, and Kate Howes, later Mrs. James L. Orr, both of whose descendants believe that they were in the first class. The name of George Frederick Pentecost is also missing; he will be referred to later in connection with a program of recognition for early graduates. It is quite possible that these three were among those who, several early students agree, entered in February, 1855, and whose presence caused the September class to go over all their studies again. Mary O'Byrne and Francis O'Bierne were brother and sister; Mary's granddaughter, Mary O'Byrne Hardesty, has explained to the writer that each spelling was preferred by certain members of the family.

The existence of the list of first students is important to us, first because it enables us to settle claims made by descendants that certain persons were members of the first class; and secondly, because, when taken in conjunction with a list of students printed in the *Journal* in 1858, it enables us to fix the length of the course as four years, not three, as has been stated in several different places.

The first half-year the studies were a review of those of the eighth grade, although advanced arithmetic and Latin seem to have been available to some of the older pupils as extra subjects. Soon natural philosophy, algebra and physiology were added. Spelling, composition, and declamation were continued; and rhetoric was added. The girls were not expected to give orations, but they read their essays aloud. One of the early teachers added French to the list of subjects; but confessing that he did not know much about pronunciation, he spent the time hearing declensions, conjugations, and translations. During the fourth year of the school trigonometry and astronomy were added. It required a teacher with an unusual repertoire to keep a jump ahead of his classes in such an array of subjects.

We have observed in the original "School Notice" that the announced location was the Episcopal School House, the same building in which the Misses Conyngton had operated the "Female Institute" in 1850 and in which the Reverend William Vaux and the Reverend A. H. Lamon had attempted a sort of classical high school as early as 1842.

We now run into a difficutly. All written accounts by early students state that the school began in the Presbyterian School House, which was on Second Street south of Main, approximately where the side entrance of Strouse and Brothers' store is now located. Consulting the public examination schedule for late June and early July, 1855, we find that the high school was being held "in the building attached to the Rev. Mr. McCarer's church," which was the Presbyterian School House. How can we reconcile these contradictory statements?

We cannot ignore the statements of students in the first entering class; but neither can we ignore the printed announcement. A diligent search of the *Journal* from September, 1854, to July, 1855, fails to reveal any announcement that the meeting place of the high school had been or would be changed. We must assume that it was changed sometime during that period, but without public announcement. This may have happened immediately upon the opening of school, or it may have happened so early in the term that the early students did not even recall it.

In view of the printed announcement we must record the Episcopal School House as our first location and the Presbyterian School House as our second. We are fortunate in being able to show a good picture of the latter, but all efforts to secure the former have been unavailing.

We have much the same situation to report with regard to our first two principals. All written and printed accounts except one name a "Mr. Green" as our first principal, with "Mr. Cole" taking over during the year. The solitary exception has them reversed, which is easily attributed to the long span of years which had passed before the account was prepared. One of the memoirs states that Mr. Cole came in the second year, but he is definitely named in the newspaper account of the first public examination of the high school in July, 1855. The writer finds no evidence that he came as Mr. Green's assistant and remained after Mr. Green left as one writer has stated; the evidence is that he came to replace Mr. Green when the latter left.

Only one of our writers of reminiscences gives Mr. Cole any identifying initials: Edith Reilly, long-time teacher at Central, lists him as E. P. Cole, which identifies him as the same man who was first principal of the high school in Indianapolis from which Shortridge has descended. The records of the Board of School Trustees in Indianapolis show that he collected his salary in February and April, 1854. That fall (the same fall that we opened) all teachers there received an increase in salary, and E. P. Cole is mentioned. After November his name disappears from the records of the public schools there; that is the time when he came to us. All characterizations of early principals and all biographies are postponed to the chapter "Our Early Principals."

The principals of the early years did not stay with us long. One of the first students writes, "For some unknown reason the high school pupils did not prove attractive to the instructors and they fled from us." The writer and a colleague whose advice has been of especially great value, seeking for a reason, believe that the school was too good for the teachers. The formidable list of subjects, the highly selected students, and the public examinations, which were really as much an examination of the teacher as of the pupils, frightened the latter and made them ill at ease in their work. This view receives support from the fact that at least two of the first five principals forsook the high school and transferred to the boys' grammar school, with a huge enrollment, difficult discipline problems, and smaller salary, but with a list of subjects which they felt capable of handling. They probably felt more equal to the situation there and more comfortable in their work.

The *Evansville Journal* for July 3, 1855, contained an account of the first public examination of our school, written by Editor Addison H. Sanders, who attended in person. From this account we have selected the following passages which we consider interesting as a commentary on our progress during the first year:

> Last Saturday, we attended the examination of Mr. Cole's scholars, at the Evansville High School. . . . We thought the pupils showed themselves very proficient in their studies so far as they have gone. They have been but a very brief time under the charge of Mr. Cole, but his system appears to work well so far as we could understand its results.
>
> The number of scholars in the High School is only about thirty. They are composed of those who at the annual examinations of the Primary schools, and after testimonials of steady attendance and good conduct, are found to have arrived at a proper degree of perfection in the branches taught at these schools. The prospect of this promotion causes a healthy emulation among the scholars of the Primary schools, with the best results.
>
> There appears to be the best understanding between Mr. Cole and his pupils. From conversation with several parents, we have understood that their children never before exhibited more enthusiasm in their studies, nor more industry in studying at home than since they have been under Mr. Cole's charge.

Editor Sanders is using the expression "primary schools" in its broader sense of elementary schools, and not for the classes for little children, which it signified when the several levels of the Evansville schools were named.

CHAPTER 6

THE SUPREME COURT THREATENS OUR EXISTENCE

The Evansville Public Schools were barely operating smoothly when they as well as all other public schools in the state, were confronted with a serious legal crisis. Nearly all cities and towns of the state with population sufficient to justify the move had erected school buildings and employed teachers and superintendents. They had every reason to believe that the future of the public school system was assured. The event which caused the wave of building and organizing was the public school law of 1852, discussed in the chapter, "Our Public Schools in 1854."

The crisis arose when a taxpayer of Lafayette named William M. Jenners filed suit for an injunction against the city and the city treasurer to prevent the collection of the school tax on his property on the ground that Section 32 of the law under which it was being collected was unconstitutional. The Lafayette court granted the injunction; the city took an appeal to the Supreme Court of Indiana, which upheld the injunction and made it perpetual.

About the same time a taxpayer named Black sued for an injunction against Greencastle Township in Putnam County and the County Treasurer to prevent the collection of the school tax on the grounds that Section 130 of the same law was unconstitutional. The local court granted the injunction, holding that the section named was repugnant to the Constitution of 1851 in that it provided for taxation which was not general and uniform.

The immediate effect of the two decisions of the local courts was to kill the public schools in almost all school corporations and districts in the state. The buildings which had been erected were sold or rented for private schools; teachers and superintendents left their positions, some to migrate to other states, the rest to take up other occupations. A few, of course, found positions in the private schools which sprang up.

The two decisions had another unexpected effect. During the Christmas holidays of 1854-55 the Indiana State Teachers' Association was organized at a called meeting in Indianapolis. Many outstanding leaders in public education were present; and they were joined by many clergymen, lawyers, and physicians who believed in free public education. The two outstanding speakers, whose names on the program had certainly helped to draw a large attendance, were Dr. Caleb Mills, State Superintendent of Public Instruction and professor at Wabash College, and the national figure, Horace Mann, president of Antioch College, Yellow Springs, Ohio.

As soon as the organization had been formed, officers were elected; president, Dr. William Daily, president of Indiana University; recording secretary, George A. Chase, Rushville; corresponding secretary, E. P. Cole, principal of the Indianapolis High School; treasurer, B. L. Lang. An imposing list of seven vice-presidents was elected, as was an executive board of seven members, one of whom was E. P. Cole. When President Daily called for a committee to draft a constitution, Dr. Mills informed him that "some friends at the capital" had already been working on such a document. Dr. Mills was probably the main or sole author.

The delegates considered the advisability of publishing a journal and a list of textbooks recommended for use in the schools of the state. Realizing that many teachers had little formal training for their work, the delegates proposed legislation setting up district institutes, with the provision that if the Legislature refused to pass such a law, the Association itself would conduct the institutes and attempt to get a wide participation on a voluntary basis. They petitioned the Legislature to pass a new school law to make possible the continuance of the public schools; they also decided to employ highly qualified lawyers to study the Supreme Court's decision and to draft the necessary legislation to provide for the educational needs of the state.

In the files at the Willard Library we found an original manuscript letter which bears directly upon the period when the Association was attempting to get a corrected free school law passed. It is to H. Q. Wheeler from Cyrus K. Drew, state senator from Vanderburgh County, whom we have long regarded as a statesman rather than a politician. It is extremely interesting and significant to hold in one's hand an original letter having such a direct connection with this very critical period in the history of our free schools. Such a discovery gives the student a feeling that he has turned the calendar back a hundred years and is witnessing history in the making. The letter reads as follows:

> Senate Chamber
> Tuesday 13. Jany 1857
>
> My Dear Sir.
>
> Will you have the kindness to furnish me with your views on the proper amendment to be made to the School Law. And any further suggestions as may be useful. I am a member of the Committee on Education and I would like to be a useful one.
>
> An early reply will oblige.
>
> Very Truly
> C. K. Drew
>
> H. Q. Wheeler Esq.
> Evansville

Caleb Mills visited Evansville in June, 1855, and gave three addresses on free public education: one to the youth of the city, one to the citizens at large, and one to the township trustees.

The *Journal* of September 8, 1858, reported that the citizens of Fort Wayne were taking up voluntary contributions to support their free schools for the ensuing year.

The final decision of the Supreme Court killing the free school under the law of 1852 was rendered in January, 1858. The newspapers of that month contained numerous articles deploring the action. That was when the Indianapolis High School, opened early in the year 1854, suspended, not to resume until 1864. The *Journal* of September 13, 1860, quoted from the *Indianapolis Locomotive* a statement to the effect that the trustees of their city schools had resolved on six months of free schools for that year—on what basis of support we do not know—whereas Evansville was having forty-four weeks. The New Albany High School, opened in October, 1853, closed from 1858 to 1860 and again from 1861 to 1864.

How was it possible that while the public schools of other cities had to close or go into private hands, the public schools of Evansville not only went on operating and expanding their usefulness but also erected two large and fine public school buildings? Our own city charter of 1847, granted by the Legislature under the Constitution of 1816, gave us the right to operate our schools and to levy taxes for their support, regardless of the law of 1852 which had been found unconstitutional. While that law had given us here in Evansville the *impetus* to set up our public school system, we did not need it as *authority* to do so. We had possessed that authority for fully five years before the law was passed.

The newspapers of the critical years report that the pupils of many cities wept openly when the announcement was made that the schools were closing. We must evaluate that statement in the light of the fact that school attendance was not compulsory and only those attended who really desired to do so.

The grief of the students in other cities may help us to understand an episode which occurred in Evansville in 1858. We had a legislative crisis of our own. Early in that year, and following almost immediately upon the final decision of the Supreme Court, some political group in Evansville drafted a new city charter which the City Council submitted to a referendum.

There was great excitment in Evansville. The newspapers were full of articles along the editorial line, under such headings as, "The Germans and the Public Schools," "The Adoption of the New City Charter Will Inevitably Close Our Public Schools," "Charity Schools," " A Friend to Education," "The Catholics and the High Schools," and "Let Every Man Turn Out to Vote." Not only through the newspapers, but also at mass meetings held in the Court House and Apollo Hall did speakers on both sides expound their views. The writer has been unable to decipher the truth from the mass of verbiage to find out what was the real motive of proposing a new charter and what element was at the bottom of the movement. The *Journal*, in articles headed, "The Supreme Court Decision," "Evansville Free Schools," "Indianapolis Schools," and "The Constitution and Free Schools," struck valiant blows in favor of keeping that which we had and which gave us such an advantage over other cities.

The referendum was held on Saturday, February 28, and showed an overwhelming majority in favor of retaining the old charter and thus insuring the continuance of the free schools. The *Journal* of the following Monday reported the facts with great satisfaction. However, on Saturday night, as soon as the counting of ballots had been completed, a great celebration took place. School and church bells were rung, whistles blown, horns tooted, firecrackers exploded, and a small cannon mounted on a wagon was hauled about town booming out the good news. One of our early students tells us in her memoirs that the noise very much resembled a Fourth of July celebration.

The high school students carried out a plan of their own on a very high plane. Realizing that if their school could be saved it would be largely the result of the public speaking and personal solicitation of the Board members, they drew up a letter of thanks entitled "The Scholars' Testimonial." It was signed by fifty-seven of the high school students, followed by the all-inclusive expression, "and all the scholars of the high school." A few representative pupils of the grammar schools and intermediate schools also signed it. It was published in full in the *Journal* for February 24. It has been of great value to the writer because it has furnished him the names of so many boys and girls then attending high school. The testimonial reads as follows:

> **To Messrs. Decker, Kehr, Wolflin, Bischoff, and others, supporters of the Meeting at Apollo Hall Friday evening, February 19th:**
>
> For your spirited and effectual efforts toward preserving the Free Schools, we, the scholars, return our grateful thanks. The memory of the patriotism and pure democracy there displayed, will ever reflect credit and honor on that assembly of **free** men in a noble cause. May similar success attend and crown your future efforts in behalf of Education and Freedom, and may the measure of your happiness equal your deserts. Please accept this testimonial of the gratitude and appreciation of the pupils of the Free Schools.

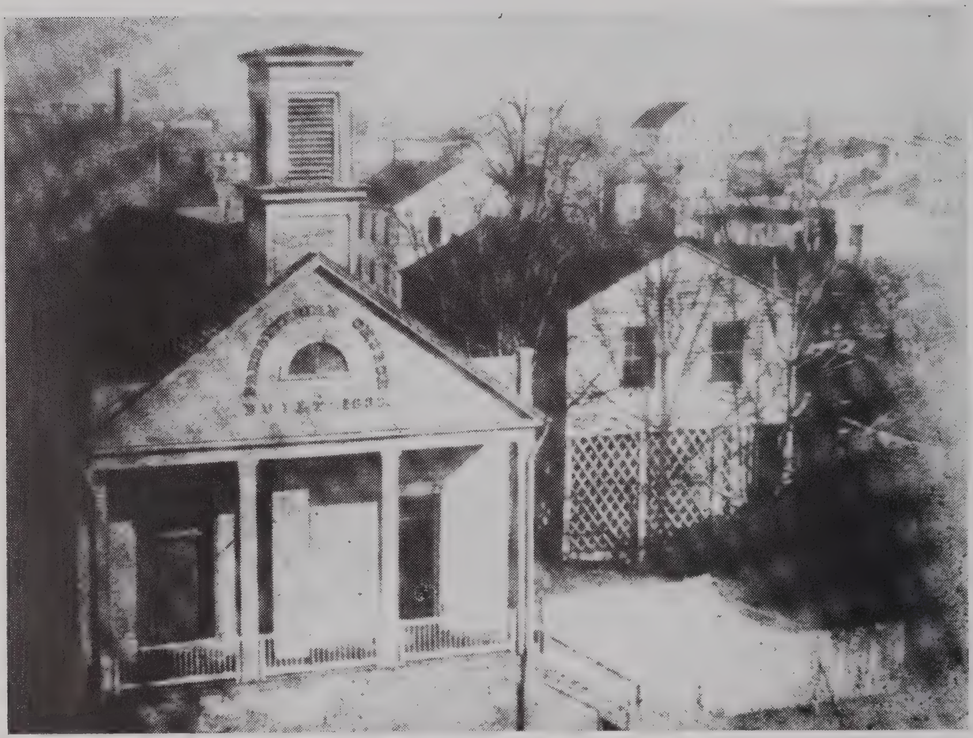
Jacob Piatt Dunn in his great history, *Indiana and Indianans,* has thrown some light on the political situation which led to the decision of the Supreme Court. In the 1850's the country was seething with excitement over the questions of slavery, abolition, nullification, states' rights, and the threat of seccession. The Underground Railroad was very active; the recapture of a runaway slave caused the writing of many letters to the editor, pro and con. Public speakings and fist fights were everyday occurrences in the border states.

It so happened that Vermont held pre-eminence in two respects. That state was a center of abolition sentiment, and it had several good institutions for training teachers. Indiana had a system of free schools, but no institution devoted primarily to preparing teachers. We had several good colleges and the state university, but they were purely academic, not professional. Because news of teaching opportunities in Indiana had gone back to Vermont from teachers who had found positions out here, many more Vermont teachers had come to Indiana. They were welcomed everywhere because of their superior prepartion. A number of early Evansville teachers were Vermont people.

The most influential member of the Indiana Supreme Court was Samuel E. Perkins. Judge Perkins was a most industrious man; in 1858 he compiled a digest of the decisions of the Supreme Court from its founding to that year which is a model of completeness, convenience, and logical indexing. His opinions carried much weight. By his erudition he was eminently qualified for his position, but he was *not* qualified for it by temperament.

Judge Perkins was a fanatical anti-abolitionist. The writer does not know whether he was actually pro-slavery, but his views on abolition were so prejudiced that he was antagonistic to anything or anyone out of Vermont.

Mr. Dunn discovered and published in his history a letter which Judge Perkins wrote to the Richmond *Jeffersonian* in which he revealed his true reason for wishing to kill the public schools. He took the view that Governor William Slade of Vermont and a group of abolitionists there had formed a conspiracy



The Presbyterian Church and adjoining School House (the little building with lattice work) in which the high school met during most of 1854-55

to load the Indiana schools (and perhaps those of other border states) with Vermont teachers whose function it should be to influence the parents, and hence the voters, through the children. He further insinuated that like-minded people of influence in Indiana were conspiring to get the abolitionist teachers appointed to positions in our schools. His antipathy seemed directed toward E. P. Cole, corresponding secretary of the Indiana State Teachers' Association, first principal of the Indianapolis High School, and second principal of the Evansville High School.

If the inferences which Mr. Dunn draws are correct, Judge Perkins was so fanatically opposed to abolitionist views that he attempted to destroy the public schools of Indiana to get rid of the Vermont teachers—verily a case of burning down the barn to get rid of the mice.

It was not until 1865 that new legislation was drawn up and passed authorizing the operation of free public schools. Although the decision of 1858 has never been set aside, by 1865 public sentiment was so heartily in favor of free public schools that nobody would have been so foolish as to try again to get a decision against the law authorizing them.

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CHAPTER 7

FOURTEEN YEARS IN TEMPORARY QUARTERS

We have seen that the high school had two homes during its first year, the Episcopal School House and the Presbyterian School House. Earlier in this work we saw that all public schools operated in rented quarters during the school years 1853-54 and 1854-55. Those rented quarters were the "Old Medical College" at First and Walnut Streets for the girls, and buildings or parts of buildings all over town for the boys. The building of the medical college had become "old" in the sense that the institution, very good for its time, had moved to newer quarters on the top floor of the building at First and Vine Streets known as Carpenter's Block. This building was described as being under construction in the *Journal* of August 19, 1853. Three weeks earlier, on July 29, the same paper had this short news item: "The old Evansville Medical College is being so changed as to convert it into a large public school. Good idea." Early writers of reminiscenses at times were so eager to tell their story that they did not clearly separate their elementary school experiences from those of their high school days, and their accounts have been misread to mean that the high school was once quartered in the old Medical College. It was never held there, but the erroneous idea was given strength by that which is now to follow.

During the first part of the year 1855 the large and splendid new public school building was being erected on the site where Wheeler School now stands. The Board had planned to have it ready for occupancy at the opening of school in September, but in June a storm of hurricane proportions had demolished part of the work while it was under construction and had necessitated some rebuilding, as a result of which it was not ready until November 1. The high school was to occupy half of the third floor of the new building.

Since the new school was not ready, makeshift quarters were provided as announced in several notices in the *Journal*. On August 23 we find:

> PUBLIC SCHOOLS
>
> The Public Schools of the City will open on Monday 10th in rooms temporarily provided, where they will be conducted until October 15th when they will be removed to the new building.
>
> The classes of the High School will have the benefit of a splendid Philosophical and other apparatus.
>
> By order of the Board. J. W. Knight, Clerk.

The schools did not open as announced on September 10. We do not find a definite notice of postponement, but on September 13 we find a news item and a paid advertisement:

> **Local Department**
>
> The new school house, for the accommodation of the Public Schools, is now approaching its completion. In a few weeks it will be ready for occupancy.
>
> Read the School Notice in another column. Parents may ascertain by it where the different schools will open next Monday.
>
> ---
>
> SCHOOL NOTICE
>
> The Public Schools of the city will open on Monday next, as follows: The High School, and Mr. Redmond's, in Carpenter's Brick Block. The girls' school in the College Building. . .

Then follow numerous locations for the various boys' schools. "Monday next" was September 17.

Putting all these bits and fragments of information together, we find that the various girls' schools were quartered in the *old* Medical College Building, while the high school was held in Carpenter's block at First and Vine Streets, which also contained the *new* quarters of the Medical College. Out of this coincidence has arisen the misunderstanding that the high school was held in the old Medical College. Carpenter's Block ranks as our third location.

We were to be there until October 15; but as usual, building operations lagged a little behind schedule, and the moving to the fine new building on Canal Street had to wait until November 1. The *Journal* of October 23 had a very optimistic description of the new school, from which we gather the following excerpts:

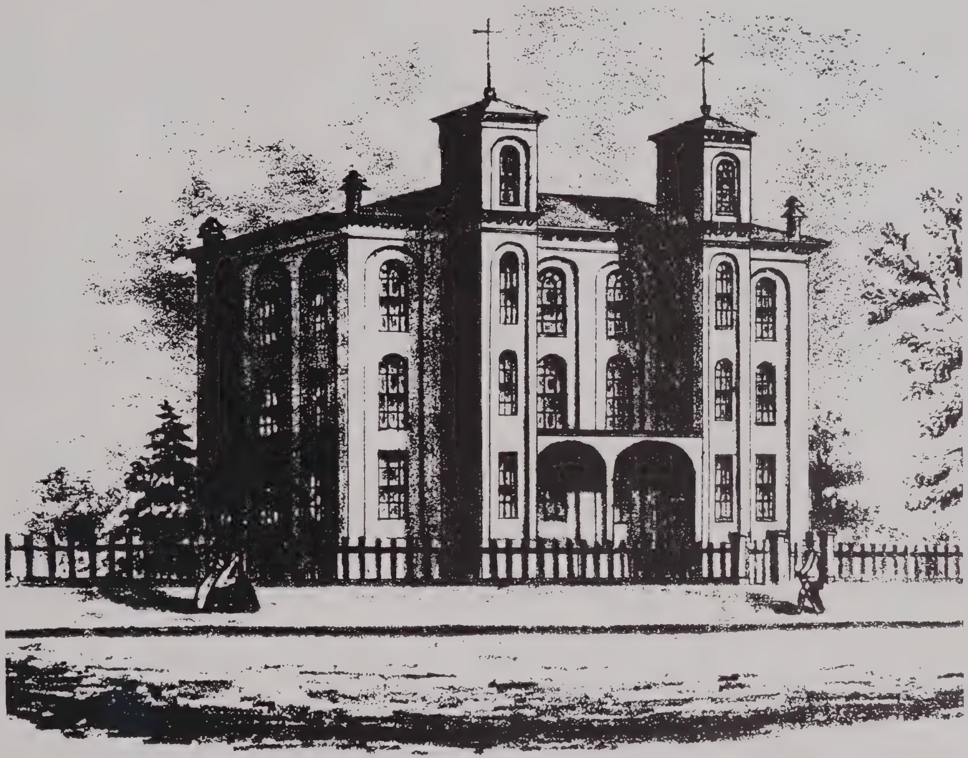
The school stood on a lot one hundred by three hundred feet in size. The building itself was seventy by fifty-eight feet, exclusive of the towers, which were ten feet square. The first floor of the towers formed the entrances; the second and third floors housed the library and the chemical and philosophical apparatus. The entire building and yard were divided by a solid partition into two sides, one for the boys and one for the girls, making it in effect two separate schools under one roof. Furnaces were to be placed in the basement the following year.

Half of each floor was given over to a large schoolroom thirty-five by forty feet, with a recitation room eighteen feet square adjoining it. The primary, intermediate, and grammar schools occupied five of the six suites, and the high school had one side of the third floor.

James Steele was the contractor who erected this, the largest and most complete school structure in Indiana. The total cost was between fourteen and fifteen thousand dollars. The first edition of the *Evansville City Directory,* dated 1858, had as its frontispiece a fine woodcut of the school building which we reproduce by courtesy of the Evansville Public Museum.

When we moved from Carpenter's Block to the first genuine public school building, we were taking possession of our fourth home. Our principal this year, and indeed for two and one-half years, was Benjamin P. Snow, whom H. Q. Wheeler had brought along from the Bowdoin College commencement earlier in the summer. Such information as we have about him will be given in the chapter, "Our Early Principals."

The First Public School Building Erected in Evansville



Erected in 1855 on the Present Site of Wheeler School

The *Journal* for Saturday, December 8, 1855, commented: "There are nearly six hundred children attending school at the new public school edifice up town. What a pile of juvenile humanity!" Indeed it must have seemed so; for it was four times the number of the largest school which had existed up to that time. In size it compares favorably with some of our public schools today. By 1857 the enrollment had so far outgrown the huge new building that schools were again being held all over town in makeshift quarters.

The high school continued to meet in its third floor quarters of the new building until July, 1863, under six principals: Benjamin P. Snow, Samuel K. Leavitt, Chase P. Parsons, Charles H. Butterfield, E. S. Green, and Chase P. Parsons again. During this time the principal's teaching duties increased so much that he was provided with an assistant.

Meanwhile, the public school on Canal Street had become so overcrowded that a new building had been erected in 1859 adjacent to Willard Carpenter's home on Carpenter Street. The older and the newer school were now officially named "The Upper School" and "The Lower School," respectively, "upper" and "lower" being derived from upriver and downriver, to such an extent was the river the lifestream of the city. Besides these two, we had a third public school, the Park School, at Fulton Avenue and Franklin Street occupying a corner of the park now officially designated as John Law Park. Evansville had taken over this school as part of its system when it and Lamasco united in 1857. Even with these three large schools, and with primary schools located all over town, chiefly in engine houses and church basements, the high school was crowded out of its third floor location in the Upper School. The Board of School Trustees deemed it best to secure a building for the exclusive use of the high school. One was soon found and purchased by the Board.

We saw in Chapter I that the Baptist congregation worshipping in their church at Centre (now Second) and Clark Streets had found the location not convenient to the homes of its members and had decided to sell their property. Newspaper references indicate that the Board of School Trustees bought the building; but the writer wished to verify the transaction. The secretary of the First Baptist Church consulted the old books of minutes of the congregation and found the following entries:

In 1855 and 1861 the treasurer reported receipt of sums of money for rent of the basement for use as a primary school. (It was probably so used during the intervening years also, but not specifically mentioned in their minutes.) In August, 1863, the meeting of the church board was held in the church as usual, but on September 5, 1863, the meeting was held in Marble Hall on Main Street, and it was reported that the old building had been sold. The minutes do not state the date, the amount realized, nor the purchaser.

By coincidence, the *Journal* of that same date, September 5, contains the following news item:

> The Baptist Church building, which was purchased recently by the school trustees, has been refitted and prepared for the coming session of school, which commences on the 14th inst. It is commodious, convenient, and well ventilated. The principal, Mr. C. P. Parsons, with the aid of the Trustees, is determined to have the school unrivalled in the State.

The sanctuary was divided into the big room and a smaller recitation room. The main floor was elevated some eight feet from the ground, making a fairly high basement. We had thought that we at last had a building all our own; but it was not long before we had to share it. The general overcrowding in all city schools made it imperative to place a primary school in the basement.

The years we spent in our fifth home at Second and Clark Streets were the years of Principals Parsons, McFadden, Hutcheson and Willett. An unusual number of events of importance to the Evansville schools occurred during this time. A new crop of private high schools sprang up; among them we note the following:

1864—Mathematical and Classical School, John A. Allen
1864—Evansville Female Institute, W. G. Walker
1865—Evansville Collegiate School, W. Sinnhold, succeeded in 1866 by J. M. Thurman.

In 1864 the school year was shortened; for the first time since our public schools were established, the examinations were finished on June 30 instead of July 3. The following year another week was lopped off. In 1867 a new public school building was being erected, the Ninth Street School, which later became Chestnut and then Chestnut-Walnut. The same year Milton Zachariah Tinker came to us from Terre Haute as music supervisor; probably no person connected with the schools ever made a more emphatic impact on the consciousness of the pupils or ever came into direct contact with more pupils than he did. In the same year the Evansville Teachers' Association held probably the most outstanding institute of its early existence. Two educators of national importance came to make a series of addresses: Professor Daniel Hough of Cincinnati and Professor T. W. Harvey of Painesville, Ohio. They declared on leaving that they had never had such an enthusiastic and intelligent reception anywhere as they had here in Evansville.

The Evansville schools sustained three serious losses during these years. Miss Rebecca R. Hough, assistant in the high school, and her half-sister, Miss Christine Hooker, principal of the Boys' Intermediate School, eastern women of splendid education, resigned to open a "select school" which enjoyed the finest of patronage for at least twenty years. J. W. Knight, senior teacher of Evansville, in 1865 became teacher of the parochial school of Congregation B'nai Israel, meeting in the very basement where our industrial arts classes are now held. Rabbi Simon Hecht, later himself a public school teacher, taught German and Hebrew; Mr. Knight taught English and the "common branches." The pupils performed trilingually with amazing skill. The account of the public examination of 1867 stated, "There is a sprightliness about the pupils that is really refreshing, and among them may be found some unusually bright intellects." Mr. Knight ranked well enough in public school affairs to continue to retain two of prerogatives, that of taker of the annual enumeration and that of county examiner, in which position he examined candidates for teaching positions and if they were found satisfactory, issued them licenses. In that capacity he also operated the county institute. He could, however, no longer receive fifty dollars extra a year "for ringing the Lower Schoolhouse bell" as he had in former years.

It had long been obvious that the Old Baptist Church would not serve the purpose of a high school building permanently; a building designed expressly for high school purposes would soon become a necessity. In December, 1866, the Board of School Trustees had bought two very desirable lots at the corner of Water and Oak Streets from the Blackford estate to be used as a site for a new high school building. Certain citizens (one wonders who they were) had raised a remonstrance, as a result of which the lots were sold and another site was chosen, described as Lots 13-20, Block 34, Eastern Enlargement. Reference to maps of the period show these to be the lots fronting on Seventh Street from Division (now Court) Street nearly to Vine Street, omitting the two lots occupied by the German Reformed Church (now the superintendent's office). The purchase price was $6900. The decision to make the purchase was arrived at on August 3, 1867. On August 24 the Board agreed to go ahead with the plans without delay. From this time on we find events moving rapidly. A record of of them is found in the Board minutes.

> **November 2, 1867**
>
> **Mayor Baker was sent for to consult with the Board in relation to the erection of a High School Building, when it was agreed to submit the question to the City Council for their approval on Monday evening.**
>
> **Mr. Cochrane, the Architect, was also present and his plans were approved, but the final order for working drawings was to be subject to the decision of the Council.**

> **November 4, 1867**
>
> **The Board of Trustees presented to the City Council, in session this evening, the subject of the erection of a High School Building. The Council unanimously agreed to pay for one-half of the expense of said building by issuing city bonds for the deferred payments—the School Board to provide the cash payments of one-half the cost.**
>
> **Upon this action, the Board ordered the Architect to proceed forthwith in the preparation of the plans and working drawings.**

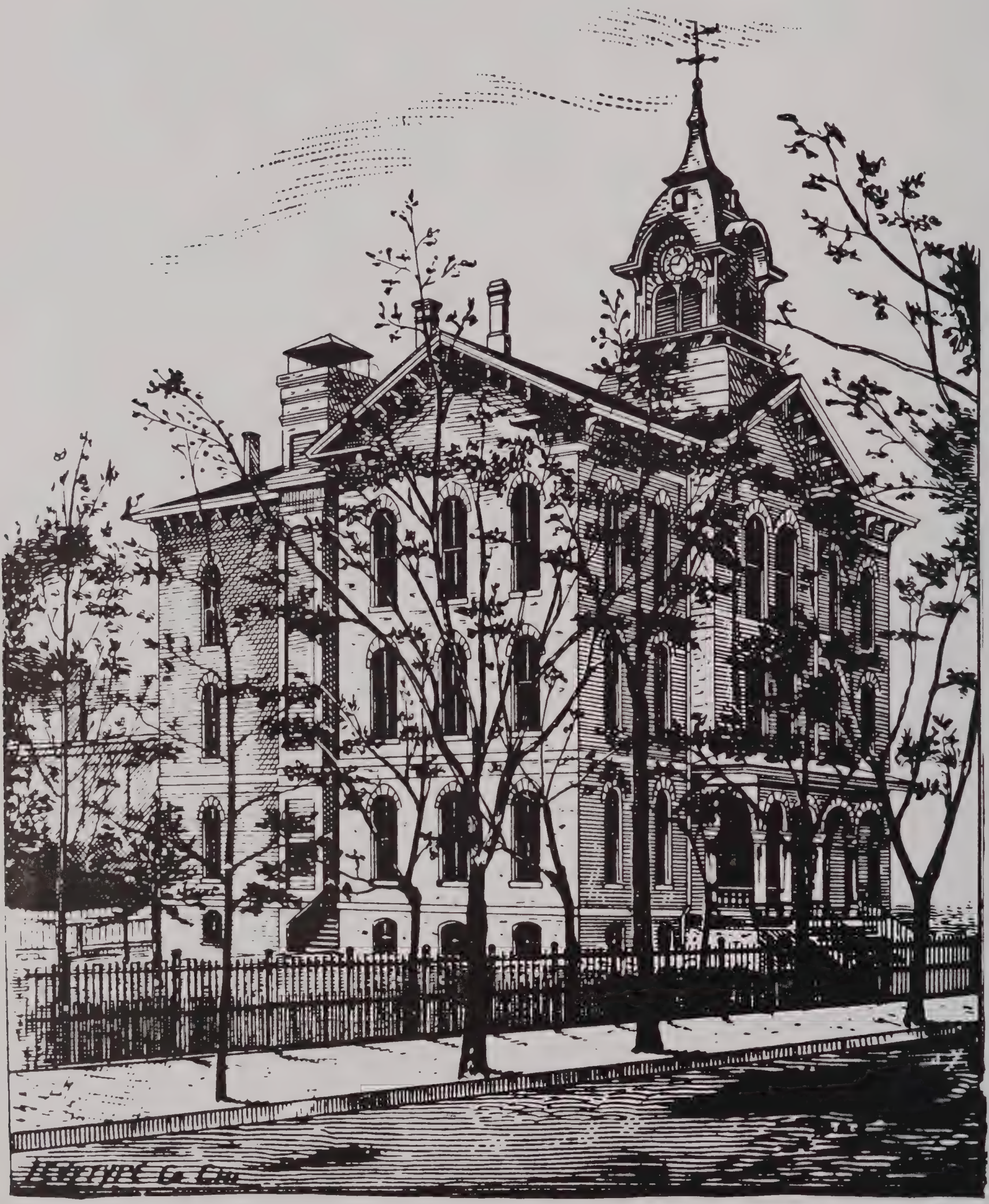
On November 18 they resolved to advertise for sealed bids. The advertisement appeared in the *Journal* for November 26. The conditions included deferred payments according to a definite schedule. The building was to be completed by September 1, 1868, and a penalty of twenty dollars a day for each day's delay beyond that date was to be imposed. On December 9 the Board accepted the bid of Lant Brothers and Company for $45,500 plus certain extras for brick work and excavating. (This was the same firm which had just built Trinity Methodist Church.) On March 21, 1868, L. S. Clarke was employed to superintend the erection of the building on behalf of the Board, his pay to be four hundred dollars for the job. On July 11, realizing that the old school was no longer of use to the Board, they decided to sell it at auction. The notice was published in the *Journal* for July 14. On July 25 it was reported to the Board that the school had been sold to the City of Evansville as a municipal corporation for $3250. At the same time the Board sold the ancient brick schoolhouse near the corner of Main and Pennsylvania Streets, which had long been regarded as surplus property, for $1335. By this time the Board had also bought Lots 11 and 12, at the corner of Seventh and Vine Streets. They decided on July 25 to refit it for a model primary school for the teacher training classes. On Monday, September 7, 1868, we moved into our magnificent new structure.

CHAPTER 8

AT LAST, OUR OWN BUILDING!

Monday, September 7, 1868, was a great day in the history of education in Evansville. On that day the high school students took possession of the new building, promised for several years and under construction nearly a year. Let F. M. Thayer, editor of *The Evansville Journal,* describe the building as he saw it:

> ### ONE OF OUR JEWELS
>
> Yesterday marked a new and important era in the history of Evansville. The magnificent High School building just completed was occupied for the first time by the pupils of the High School, for whose benefit and convenience it was erected. It is, beyond question, the handsomest and one of the most substantial school buildings in the State, and will for many generations, stand a proud and beautiful monument to the liberality of our citizens towards the cause of education.
>
> The building has a front of 71 feet on Seventh Street and a depth of 72 feet. At a distance of 35 feet from the front there is an angle in the walls on each side, making the back part of the building 50 feet wide.
>
> Beneath is a basement partly below and party above the ground ten feet seven inches high, the back portion of which will be used for a fuel room, while two rooms at the front, divided by a hall beneath the front entrance, have been fitted up for lunch rooms for such pupils as may find it convenient to take their dinners to school. In the basement beneath the center of the building will be situated a furnace by which the building will be warmed in winter, and from which the heat will pass directly into the registers on the first and second floors. Four ingeniously contrived air ducts lead from the four points of the compass to the furnace, to supply fresh air. The smoke from the furnace will be conducted by a smoke-pipe through an interior wall into the exhaust shaft, which will be observed in the cut to the left, and which extends from the basement several feet above the roof of the building. It is about eight feet square, crowned with a zinc roof, ending in a short spire. Through this exhaust shaft all foul air generated in the various departments of the building, is carried off, by a highly ingenious system of ventilation, to which we shall allude hereafter.
>
> The lunch rooms are provided with comfortable seats, and are well lighted and ventilated. These rooms are entered by a short flight of stairs, at the northeast side of the building, beneath the the stairs leading to the second floor. The fuel and furnace rooms are reached from the rear of the building by a short flight of stone steps. The first floor is reached from Seventh Street, by an easy, broad flight of nine steps, leading to a portico one step below the main floor of the building. The portico is supported by five handsome composite columns in front, and two half columns of like style resting in the wall, forming five beautiful Norman arches with gothic pointed caps in front, and one on either side. The portico is covered with a corrugated roof, and is handsomely finished. From the portico two separated doors lead into the main hall. To



The Original Unit of Our Seventh Street Building in 1868
(From a Woodcut in an Annual Report of the Public Schools)

the right is the office of the Superintendent, and to the left a room, 22 by 27 feet in size, with a closet in the rear of each, under the stairway, leading to the second floor. The one attached to the recitation room is designated as the apparatus room. In addition, there is a small closet in the front of each of these rooms for coats, hats and overshoes of the Superintendent and teachers. The main hall is fourteen feet wide, and extends back to the transverse hall, by which the first floor can be reached by short stairways from both sides of the building. At the front entrance are inner doors, with spring hinges, which will always be kept closed to exclude the cold air, lights of glass being set in the upper panels, to admit light.

The transverse hall will be closed on each side of the main hall, by skeleton doors, covered with green baize and hung on spring hinges.

From each of the smaller halls a door enters a clothes and hat room, 9 by 15 feet in dimensions, and from which the school-room can also be entered.

A door leads from each of the smaller halls into the main school room, which is 36 by 47 feet in size, lighted by six windows, two on each side, and one on each side of the teacher's platform in the back end of the building. On each side of the main entrances there is a private closet three by nine feet, for the use of the teachers. In this room are 42 desks, sufficient to accommodate 84 students. The floors throughout the building are of Tennessee yellow pine. The walls of each room are wainscotted. The wainscotting is surmounted by a chalk trough of ash, above which the blackboard, or rather green board, is painted upon the plastered wall, extending all around the room—on one side white music lines being drawn for the convenience of the music teacher. Above the blackboard a map strip runs around the walls on which to suspend maps, charts, etc.

The teacher's platform is constructed on casters, and can be easily moved out from the wall when occasion requires. The teachers' desks are made of ash, oiled, and are neat and convenient. The description of this room answers for that of all the school and recitation rooms in the building. The first story is fifteen feet two inches high. The second story fourteen feet eight inches and the third twenty-one feet and seven and one-half inches.

The second floor is reached from the transverse halls or aisles on the first floor, by an easy flight of twenty-six steps, including a broad landing, forming the return angle of the stairs. The railing of the stairs is very massive and substantial, solidly framed and double wainscotted beneath the railing, with no well-hole for the children to look down or fall down. This is an idea of Prof. Gow, and does credit to his judgment. On the second floor are two recitation rooms in front, twenty-two by twenty-seven feet, and between them the Principal's room, 14 by 18 feet each, with a private closet with conveniences for overcoats, hats, shawls, etc. In the rear are two school rooms, 36 by 24 feet each, containing each thirty desks, besides the teacher's platform and desk, and in every particular corresponding with the main school room below, having also the cloak and hat rooms attached, which may be entered from the hall and the school room, and the private closet for the teachers.

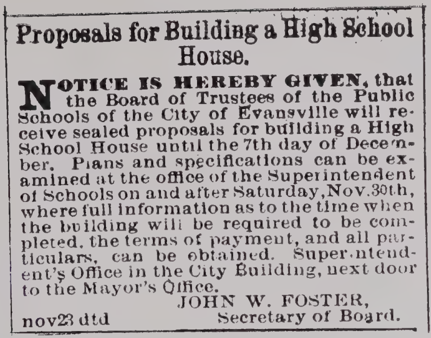
Another easy flight of stairs leads to the third story, to the High School Hall, a room forty-eight feet wide and seventy-two feet long, twenty-one feet seven and a half inches from floor to ceiling, with a retiring room on each side-front, twelve by twenty-three feet. A permanent rostrum extends across the front

> end of the hall, thirteen feet wide and three steps high. This room is designed for public examinations, lectures, etc. From the retiring room on the southeast side of this splendid hall an ascent by step-ladders leads to the belfrey, from which a magnificent panoramic view of the city may be obtained. The height of the front and side elevation is sixty feet. The total elevation or height to the vane is one hundred and twelve feet above the established grade of the streets.
>
> The ventilation of the building is complete. Cold air is freely admitted by the upper sash of the windows, while the noxious or impure air in the room is driven out through ducts in the base board down the walls of the building to the basement and thence through the foul air shaft. This is a very ingenious device and very effective, one which would require more space to explain than we have at our command.
>
> Any one examining the building will readily understand the plan adopted. The slopes of the roof of the building are of slate; the convex top is of tin. The general style of architecture is Byzantine. The arches of the doors and windows are alternate blocks of gray Buena Vista stone and Green River marble—drab and white. The window and door frames are of drab color outside, and the sash dark green. Inside they are ash and yellow pine in oil. The door frames are of yellow pine in oil, the casings and doors of ash. The belfry corresponds with the general style of architecture. The cornice is massive but elegant.
>
> The architects were Cochrane and Garnsey of Chicago.
>
> Levi S. Clarke, a distinguished architect of this city, superintended the construction, and the substantial character of the building vindicates the judgment of the Trustees in their selection. Dannettell and Kergan did the stone work. The Lant Brothers were the contractors, and did the brick work and the slate roofing, and the edifice is a proud monument to their ability as mechanics. Bennet Dyson did the carpenter work, including the roof frame, which is one of the most perfect and substantial we ever saw. The castings and iron work were by Reitz and Haney; the tin work, by Charles E. Niehaus; gas fittings by Ronald Fisher, and the painting and glazing by Chester Chubb. The out-buildings display the same excellent judgment in design and arrangement, and the same mechanical ability in execution that characterize the entire building.

The addition of the two wings and the big tower has, of course, made the description of 1868 sound strange. The hot air heating system has long since been replaced with steam radiators, and the gaslights with which the building was formerly lighted (most essential in the third floor auditorium for evening meetings) were replaced with electric wiring and tungsten bulbs in 1911.

When the ceiling of room 310 had to be replaced several years ago, the extreme height of the third story was revealed. The space above the tops of the windows was nearly equal in height to another story. The upper space was covered with wall paper, the pattern of which was rows of Ionic columns in a tasteful classical design.

The architect and the editor regarded the height of the several stories as a point in the favor of the building: fifteen, fourteen, and twenty-one feet, respectively. The idea probably was that height brought about airiness in warm weather. During the summer of 1953, however, all ceilings on the Seventh Street side were lowered to approximately ten feet to bring the lighting fixtures nearer the desks. The light-colored ceilings of sound-absorbing material now act as reflectors for fluorescent tubes.



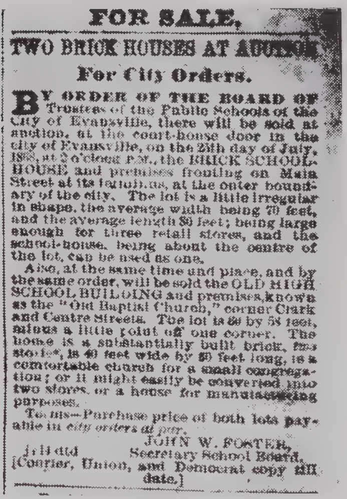
Proposals for Building a High School House.

NOTICE IS HEREBY GIVEN, that the Board of Trustees of the Public Schools of the City of Evansville will receive sealed proposals for building a High School House until the 7th day of December. Plans and specifications can be examined at the office of the Superintendent of Schools on and after Saturday, Nov. 30th, where full information as to the time when the building will be required to be completed, the terms of payment, and all particulars, can be obtained. Superintendent's Office in the City Building, next door to the Mayor's Office.

JOHN W. FOSTER,
nov23 dtd Secretary of Board.

Advertisement Inviting Bids for Erecting the 7th Street Building (From the Evansville Journal of November 26, 1867)

Ruth Kilbert tells us in her history of Central that J. C. Cochrane, the architect who designed our original building, also designed the state capitols of Illinois and Iowa.



FOR SALE,

TWO BRICK HOUSES AT AUCTION

For City Orders.

BY ORDER OF THE BOARD OF Trustees of the Public Schools of the City of Evansville, there will be sold at auction, at the court-house door in the city of Evansville, on the 25th day of July, 1868, at 3 o'clock P.M., the BRICK SCHOOL-HOUSE and premises fronting on Main Street at its terminus, at the outer boundary of the city. The lot is a little irregular in shape, the average width being 70 feet, and the average length 80 feet; being large enough for three retail stores, and the school-house, being about the centre of the lot, can be used as one.

Also, at the same time and place, and by the same order, will be sold the OLD HIGH SCHOOL BUILDING and premises, known as the "Old Baptist Church," corner Clark and Centre Streets. The lot is 80 by 58 feet, minus a little point off one corner. The house is a substantially built brick, two stories, is 40 feet wide by 80 feet long, is a comfortable church for a small congregation; or it might easily be converted into two stores, or a house for manufacturing purposes.

Terms—Purchase price of both lots payable in *city orders at par.*

JOHN W. FOSTER,
jy14dtd Secretary School Board.
[Courier, Union, and Democrat copy till date.]

Advertisement Offering Our Old School at Auction Sale (From the Evansville Journal of July 14, 1868)

Even in this fine new building, "one of the jewels" of Evansville and the superior of any other school building in Indiana, it was but natural that some things should be overlooked and need to be taken care of later.

It was at the suggestion of a citizen who wrote a letter to the editor of the *Journal* that a clock was installed in the cupola. There was one other town clock in the city, the one in the court house at Third and Main Streets, which could not be seen from the eastern part of the city, hence the decision to place one in our small tower.

The year after the new building was occupied a fence was built around the property. Instead of a gate, a stile was placed in the entrance to keep wandering cattle, pigs, and fowl out of the premises. The students climbed over the stile to reach the building.

Since the High School Hall on the third floor was designed for public meetings, seats were needed. In October, 1868, the Board ordered four hundred chairs at one dollar each from the E. Q. Smith Chair Company, whose factory was located in what is now the south end of Sunset Park. Plain wooden chairs of a very good quality could be had at that price in 1868.

For a full year after we moved in, our wonderful new school had no facilities by which a teacher or a student could wash his hands. At the Board meeting of September 24, 1869, a momentous decision was made: "The superintendent presented some plans and specifications for a wash stand in the cellar of the high school. The plan costing $49.95 exclusive of the steps was adopted and Messrs. Gibson and Welsh were authorized to put it in." One wonders whether we had running water or a bowl and pitcher or bucket; it was probably the latter.

Another solemn decision was made on December 10, 1870: "The Superintendent was directed to have an iron railing put around the registers in the high school to prevent the pupils' burning their shoes."

For toilets our fine new school had two outdoor frame buildings near the alley, much like those sometimes found at summer camps. These were the outbuildings which Mr. Thayer commented upon in his last paragraph. Not until the summer vacation of 1894 were indoor toilets installed in the basement; they were, in all probability, the first in any school in the city.

Even after the complete remodeling of 1897, of which more in the next chapter, we find some quaint-sounding orders of the Board:

November 23, 1896: "Ordered that a coal shed be built at the high school."

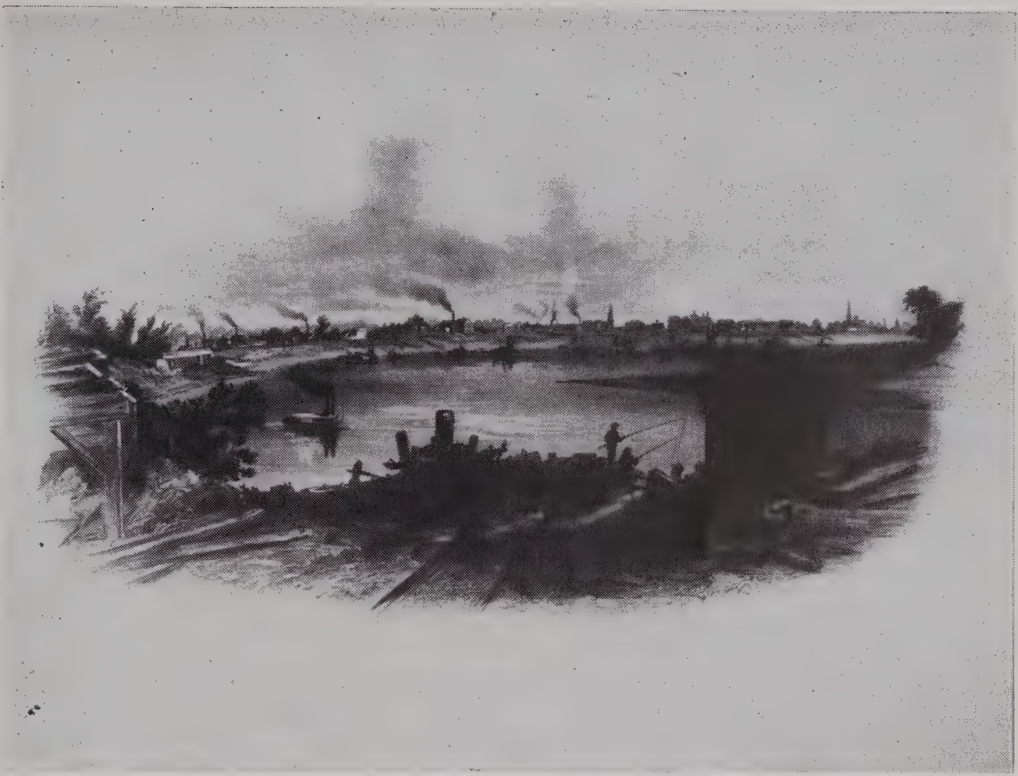
April 4, 1898: "It was decided to put Welsbach burners in the basement of the high school to save the great amount of gas consumed."

Let us see what sort of town Evansville was in 1868. Business, family, and church life remained substantially as they had been in 1854; recreations and amusements were still the same, and remained so for the rest of the 19th century. The population had increased, and with it had come more factories, mills, and stores; but their characteristics remained unchanged. If our visitor of 1854 had returned for another visit in 1868, he would have noticed very little difference except that the town had pushed its boundaries northward and eastward.

The Ohio was still the lifestream of the city. The Wabash & Erie Canal was being filled up. One new railroad had been built, the Evansville & Indianapolis; never during its existence did it get any nearer the latter city than Worthington, seventy-five miles short of its goal. A railroad to St. Louis and one to Nashville were projected, to be begun in the early 1870's. For at least the first two decades the coaches and freight cars would have to be ferried across the river.

We still had no hard-surfaced streets, but we did have brick sidewalks. Rails for horse-cars had been laid just the year before, with massive turntables downtown and at the ends of the lines, operated by the driver and the conductor by means of long levers. One line of horse-cars passed our old school in the Baptist Church. Letter carriers had been trudging our sidewalks for two years. The fire department was still under the volunteer system; a full-time department whose men received a salary was still twenty years in the future. Electric lights were still twenty years, telephones ten years away.

Blessing occasionally comes out of misfortune. The terrible Civil War, so disastrous on both sides in the loss of men and the disruption of business, brought unexpected prosperity to Evansville. The South was depleted of everything needed for agriculture, business, and home life; it needed to be completely restocked with all lines of merchandise. With our unusually strategic location on the Ohio, perfectly situated as we were for traffic up the Cumberland, up the Tennessee, and down the Mississippi, Evansville became the chief center for the wholesale trade for the entire South. Vast quantities of merchandise of every sort left our wharves daily for Nashville, Chattanooga, Memphis, Vicksburg, and New Orleans. At each of those major ports the goods were reshipped on smaller steamboats or on wagons bound for the inland towns. New wholesale houses sprang up in Evansville, each of which laid the foundation for several family fortunes. Much of the merchandise thus shipped out was manufactured here: some of it came from the northern and eastern industrial centers for distribution from Evansville. Such a high degree of post-war prosperity did our city inherit, almost without effort on the part of its citizens, that with the increased taxing



Evansville As Seen Across the Bend of the River in 1868
(From a Steel Engraving Published in 1869)

power our Board of School Trustees was able to build not only the new high school, but the large Ninth Street School (the original unit of Chestnut-Walnut School), the still larger Fulton School replacing the ancient Park School, Columbia and Campbell (now John M. Culver) Schools on identical plans, the first two units of Baker School, and the large Centennial School on the West Side and to make substantial additions to Canal and Carpenter Schools. One of the brightest sides to this story is the fact that all the schools were paid for out of current taxes, not a cent of bonded indebtedness being incurred for any of them.

The United States Marine Hospital was still in operation; two years later it was bought at auction by an order of Catholic sisters to become the original building of St. Mary's Hospital, thus giving our citizens their first opportunity for needed hospital care. Science and medicine were still in a primitive state, very little being really understood concerning the underlying bases of observed phenomena.

Northwest Second Street, which passed our old school, had become an extremely noisy street with heavy wagons, drays, and horse-cars constantly passing; on public examination days the voices of the teachers and students were often drowned out by the noise of traffic. It was confidently expected that our new location on Seventh Street, being near the eastern outskirts of the town, would be much more quiet, much more pleasant, and more conducive to the concentration needful for a high degree of scholarship.

CHAPTER 9

OUR YEARS OF EXPANSION

In a building admirably designed for our use we were well equipped to give our students a sound education. With Principals Willett, Zeller, Blake, and Spear to lead us, and a steadily growing faculty, we went along on an even keel, doing nothing spectacular to rate publicity, but ranking as an institution of which any city could be proud.

The town was developing rapidly, and public interest in higher education was growing. It was inevitable that even a building as large as ours should be found too small for the needs of its student body. By the middle 1890's it was evident that a drastic enlargement was needed. In 1895 a basement room was fitted up as a science laboratory, and supplies for science teaching were purchased. This was one of the two rooms which had been planned as lunch rooms for pupils who brought lunch from home.

The decision to proceed with the enlargement was made at the Board meeting of January 13, 1896. The entry reads, "Superintendent Hester was instructed to notify the local architects of the intention to remodel the high school building and to ask for plans and specifications." At the meeting of February plans were submitted by three architects, and those of F. J. Schlotter were accepted.

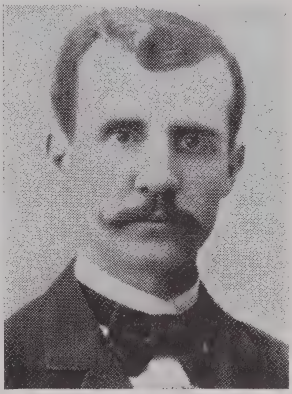
The enlargement here planned was to consist of the north and south wings of the Seventh Street building and the big tower. They are the architectural features which give our "old building" its distinctive appearance. Although a practicing architect had to make the working drawings and blue prints, the concept for the floor plans and exterior appearance was that of Superintendent W. A. Hester. As recently as 1935 Mr. Hester frequently visited the building for old times' sake. He usually stopped in for a few minutes' visit with the writer and often commented on his contribution to the appearance and utility of the building. He was proud of his creation to the end of his days.. Fortunately the style of the original building was such that it could be enlarged easily by the addition of identical wings. The result was a harmonious whole which to this day it would be hard to equal for balance and impressiveness. (Two elementary schools, Fulton and Centennial, were enlarged in exactly the same manner.) Our big tower has become a symbol of our institution and figures prominently on most of our programs, commencement invitations, and other printed matter. At the present time a column of weekly comment on matters of general interest to the students and faculty appears in *The Centralian* under the heading, "From the Top of the Tower." The column is illustrated with a cut of the top of the tower seen through the trees, made from a photograph by the writer.

The advertisement inviting bids appeared in the *Journal* for May 5, 1896, and the bids were opened on May 11. The contract was let to Jacob Bippus for $49,302.47. Clarence Gilchrist applied for the job of superintendent of construc-

They Planned the Additions to Our Building

Frank J. Schlotter

Clifford Shopbell


William A. Hester

tion and was appointed at a fee of five hundred dollars. A number of extra expenses arose as the work progressed, most of them being for minor jobs to bring the old building into line with the purposes and plans of the new portions. For $660 Mr. Bippus laid new maple floors in the original building and made other miscellaneous repairs. All old wall paper in the original building was removed and the ceilings replastered for $567. The Board considered constructing a spiral stairway in the tower from the third floor to the open story bounded by the stone arches, but the project was never carried out. A great deal of trouble arose over the heating plant; two firms of national scope defaulted on the job, and it was turned over for completion to the local firm of J. T. Foley and Company. The sub-contractor for the plumbing work also defaulted and the Board had to call in another firm. Gas pipes were installed for lighting the assembly rooms at night affairs. (It was not until 1910 that the building was wired for electric lights.) The enlarged building accommodated about three times as many pupils as did the original.

Despite all the discouragements encoutered in the remodeling, the Board persevered. Finally all was ready; and the dedication, truly a gala affair with appropriate music and speeches, was held on February 12, 1897.

The interior of the school was considerably altered in the remodeling. The assembly room had become entirely too small. Two new assembly rooms, each of them about four times as large as the old room, were known as South Hall and North Hall. South Hall, for the freshmen and half the sophomores, was on the first floor, occupying the entire space now comprising the library, rooms 111, 113, 115, and all the hall space between them. Without crowding, it contained 342 desks. About thirty windows furnished adequate light. There were two pleasant alcoves, one on the east side and one on the west, in which unabridged dictionaries were kept. The teacher's desk stood on a high platform in the front. Also located in the front were two huge water tanks, each having a faucet and about six enameled cups. The tanks were filled daily by the janitors from cisterns behind the building, the cisterns getting their water supply from the roof during the winter. The permanent covers which were put over the cisterns after drinking fountains were installed in 1912 can still be seen in "the court," as we now call the space between the Seventh Street and the Sixth Street buildings. North Hall, for half the sophomores and all the juniors and seniors, was the counterpart of

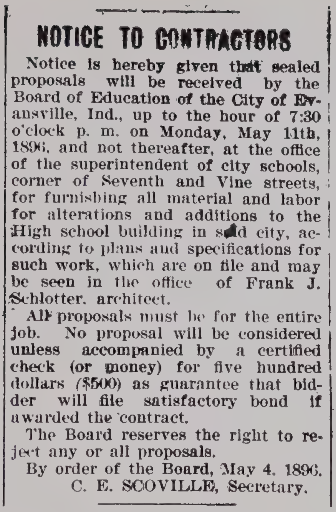
South Hall in every way except that it had only 324 desks. Situated on the second floor, it occupied the space now devoted to rooms 201, 202, 206, and the adjacent halls. These two vast rooms served as home rooms, assembly rooms, and study halls for the entire student body. Imagine being in a home room of over three hundred pupils! It is understandable that very effective devices had to be adopted for taking attendance, making announcements, passing to classes, marching out at dismissal (which was in those days done in a formal manner), selling the monthly magazine *The Record*, "being excused," making out programs for the new term, distributing and collecting home report cards, and other routine matters. The writer can testify as one of those who participated in those activities that all such details were handled with amazing smoothness and practically no loss of time.

With the new assembly rooms available, the old one was divided into two classrooms, now numbered 108 and 110, duplicates of the two rooms which had already existed directly above them. The posts in those two rooms remind us of the days when one large room occupied the area. The building as it was after the remodeling of 1897 consisted of the following rooms: the two great assembly rooms, with a space of the same area but not finished for school purposes directly beneath South Hall; eight standard classrooms and two small rooms with alcoves on the first floor; the same number on the second floor; four schoolrooms on the third floor, used as science laboratories and recitation rooms, even as they are today; and four standard schoolrooms and two small rooms in the north basement, used then chiefly by the commercial department. No high school in the state at that time could approach ours for size, convenience, and that quality which the Board and architects delighted to term "elegance." To this day it is a convenient and pleasant building in which to teach.

It was at the dedication ceremony in 1897 that a member of the faculty, Helen Chick, later Mrs. William R. Davidson, read a paper which gives a concise history of the school from the time of its founding. The writer has been greatly impressed with the thoroughness and accuracy with which Miss Chick prepared her paper. She had listed several principals whose names would have been completely overlooked had not their presence in her paper caused the writer to persevere until he found the records in which their names appeared. For practical purposes, we may consider Miss Chick's paper as the "Semi-Centennial History of the Evansville High School."

The years that immediately followed were those of Principals Spear, Collicott, Young, and Wiles. Principal Ernest P. Wiles found himself confronted with the eternal problem of overcrowding. South Hall and North Hall combined could not seat every student. The crisis was postponed for a year by the adoption in the fall of 1911 of the "session room plan." The big assembly rooms were still used as study halls and for "chapels," but the students no longer went to them in the morning and early afternoon for the taking of attendance nor at the end of each session for the formal dismissal. Instead, they went to recitation rooms, about thirty students to a room, where they were grouped by grades.

Since we had neither lockers nor cloakrooms adjoining the session rooms, the entire walls of the corridors were provided with hooks for the students' hats and coats. It was a novel sight to see seven hundred students' winter wraps hanging exposed in the corridors. The hooks have since been removed, but in many places the holes where they were fastened can still be seen.



NOTICE TO CONTRACTORS

Notice is hereby given that sealed proposals will be received by the Board of Education of the City of Evansville, Ind., up to the hour of 7:30 o'clock p. m. on Monday, May 11th, 1896, and not thereafter, at the office of the superintendent of city schools, corner of Seventh and Vine streets, for furnishing all material and labor for alterations and additions to the High school building in said city, according to plans and specifications for such work, which are on file and may be seen in the office of Frank J. Schlotter, architect.

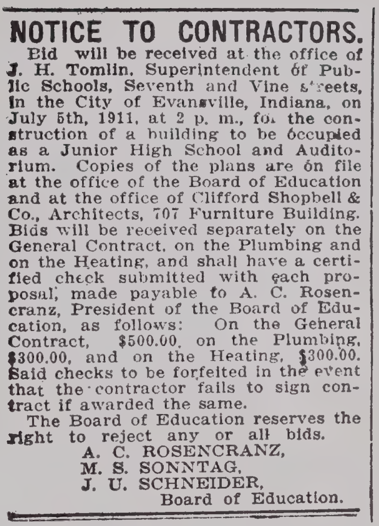
All proposals must be for the entire job. No proposal will be considered unless accompanied by a certified check (or money) for five hundred dollars ($500) as guarantee that bidder will file satisfactory bond if awarded the contract.

The Board reserves the right to reject any or all proposals.

By order of the Board, May 4. 1896.

C. E. SCOVILLE, Secretary.

Advertisement Inviting Bids for Enlarging Our Building (From the Evansville Journal of May 5, 1896)



NOTICE TO CONTRACTORS.

Bid will be received at the office of J. H. Tomlin, Superintendent of Public Schools, Seventh and Vine streets, in the City of Evansville, Indiana, on July 5th, 1911, at 2 p. m., for the construction of a building to be occupied as a Junior High School and Auditorium. Copies of the plans are on file at the office of the Board of Education and at the office of Clifford Shopbell & Co., Architects, 707 Furniture Building. Bids will be received separately on the General Contract, on the Plumbing and on the Heating, and shall have a certified check submitted with each proposal, made payable to A. C. Rosencranz, President of the Board of Education, as follows: On the General Contract, $500.00, on the Plumbing, $300.00, and on the Heating, $300.00. Said checks to be forfeited in the event that the contractor fails to sign contract if awarded the same.

The Board of Education reserves the right to reject any or all bids.

A. C. ROSENCRANZ,
M. S. SONNTAG,
J. U. SCHNEIDER,
Board of Education.

Advertisement Inviting Bids for Erecting the Junior High School and Auditorium (From the Evansville Journal of June 18, 1911)

The session room plan was only a temporary expedient; Mr. Wiles and the faculty knew that a further enlargement had to be made soon. We have said nothing in this chapter about the annexation of the old synagogue as a manual training building because that did not increase our student capacity but only gave us more facilities for expanding the curriculum. That annexation is completely discussed in the chapter, "Manual Training and Home Economics." We cannot ignore that building, however, because it dovetails into the next enlargement which is now to be described.

Principal Wiles, a man of large vision and inventive genius, had been having a dream. Attendance beyond the eighth grade was optional with the student in those days, and each year hundreds of them rejected the chance to enter high school. Principal Wiles knew that those boys and girls needed the high school The problem was to get them into the school before the ninth grade, thus interesting them in the activities of the high school so that they would be eager to stay through the next four years. He succeeded in convincing the Board of the merits of his plan and got them to agree to make the radical move. *Thus was born the junior high school movement, not only for Evansville but for the entire United States.*

Mr. Wiles does not claim to be the actual inventor of the junior high school idea; he had probably been hearing of its possibilities at Columbia University, where he had been studying school administration before coming to us in 1910. He does claim that this was the first school actually to install the plan anywhere in this country. Let us hear of it in Mr. Wiles' own words, from a letter to the writer received during the preparation of this book. Mr. Wiles is now in business in Cleveland, and at the age of eighty he still goes to work every day. He wrote thus:

> When one stands on the threshold of fourscore years it is a delight to have floating through his mind memories of happy days long past. Chief among these memories, I assure you, are those years from 1910 to 1916 I spent as principal of the Senior and Junior High Schools in Evansville.
>
> It was there that the greatest dream of my educational years became real. For many years previous to 1912 I had given much serious thought to how we could "fill' (not "bridge") the gap between the eighth and ninth grades. So in time the Junior High School idea took definite form and the Evansville Board of Education made it possible to build, organize, and administer the first Junior High School in September, 1912. Of course that was only the beginning and since then the movement has spread over the land and has taken on maturity of form as it should. Pedagogically and psychologically speaking, though, the present junior high schools are true to the original conception.
>
> I was always proud of my students in Evansville and rejoiced in the places some of them have made for themselves in the world. Then, too, I thought our teachers were second to none.
>
> It would be a distinct pleasure to be present in person at the Centennial exercises whenever they are held; but I shall be with you in spirit and will await with no little joy the recipt of your published souvenir historical book.
>
> Ernest P. Wiles

In a personal letter to the writer, who was his pupil, Mr. Wiles referred further to the launching of the junior high school movement, as follows:

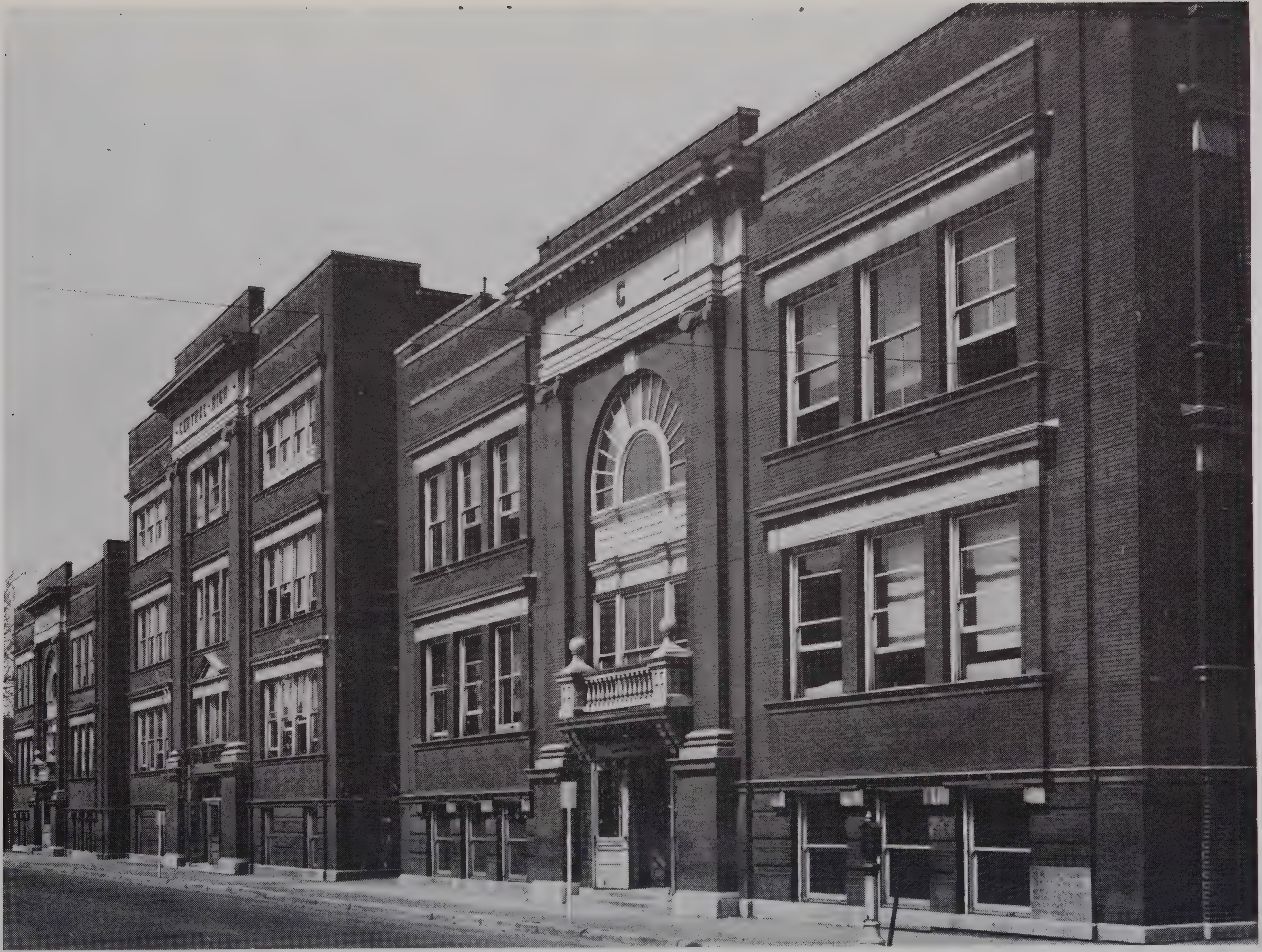
> So old "Central" is going to have a Centennial? Evansville can well boast of the fact that she is the "mother" not only of the first public high school in Indiana (alas, so we sincerely believed until Indianapolis and New Albany put forth their evidence), but also that the first junior high school in Indiana—America—and the world saw the light of day for the first time in her fair city. If it has not already been done, plaques should be placed at the entrance of Central and the Junior High School building commemorating these events.

To move the eighth grades of the entire city into a school already bursting with pupils required another enlargement, and an ample one. The need had been foreseen when the synagogue was annexed in 1903, for shortly thereafter several other lots adjoining the manual training building had been purchased. When the decision was made in 1911 to build another addition, the rest of the block was purchased. On June 12 the Board resolved to advertise for bids according to the plans prepared by Architect Clifford Shopbell. The advertisement was published in the *Journal* for June 18, the bids to be ready by July 5. On August 3 Major A. C. Rosencranz, member of the Board of School Trustees, announced that he had signed contracts for the general work on the new building with Scarborough, Davies and Company for $104,000 and for the heating with H. G. Newman for $26,000. The contract for the electric wiring was let to the Kollker firm for $1592. The building was to comprise all that which we now know as beginning at the south bridge, extending along Vine Street, thence continuing along Sixth Street, and finally joining the home economics and industrial arts quarters just beyond room 176. It includes all the offices, the girls' gymnasium, the auditorium, and about twenty classrooms. It very nearly doubled the previous capacity of the building.

As We Approach the Seventh Street Tower Entrance

The work began at once and was finished during the sumer of 1912. The writer was present at the laying of the corner stone on September 27, 1911, and at the dedication of the new building on October 25, 1912. Between these two dates the Board of School Trustees and Mr. Wiles were really busy. The following were some of the problems they faced and decisions they had to make:

"Sanitary wardrobes" for the sewing rooms were ordered, costing $1540. A clock system was selected, costing $1256, by which the clocks all over the building were operated and the program bells rung by a master clock in the office. Seats and electrical fixtures for the auditorium were chosen. A telephone system throughout the school was planned, costing $2455. Desks were ordered for all the new rooms, finished with cherry stain and varnish. Lockers for the gymnasium were ordered, 1161 in number, for $3060. Since the huge assembly rooms were no longer considered practical, six study halls in various parts of the building were planned, seating roughly a hundred pupils each. Old North Hall and South Hall were each divided into one study hall and several classrooms. A music teacher was appointed as a full-time member of the faculty. It was decided to install drinking fountains throughout the old and new buildings.


CENTRAL HIGH
C

The Sixth Street Side of Central in 1954

The Board decided to adopt a continuous session instead of a morning and an afternoon session as had heretofore been held. This decision made necessary the planning of a cafeteria. A head of that department had to be chosen, and Miss Mary Richardt was appointed. She remained with us until 1938, during which time she greatly endeared herself to the students and faculty by her pleasant manner, her spirit of accommodation, and her famous recipes. Her retirement was sadly felt by all. For the first time in our history the principal was granted the help of a secretary. The first appointee was Harriett Kerr, a graduate of 1912.

Previously, the principal, single-handed, had had to do all the office work, all the telephoning, all the making out of reports, and all the supervising of instruction. Gymnasium apparatus was purchased for $2609. Office furniture, costing $450, was chosen. A contract was let to C. Kanzler and Sons to pave the court with concrete. Lunch room equipment, costing $956, was ordered. Filing cases for office records were bought. Equipment for the cooking classes cost $489.

A good many of these purchases have gone the way of all earthly things. The clock system installed in 1912 still rings our bells loudly enough and with acceptable accuracy, but the clocks in the halls and auditorium are practically useless, because of the decay of the tubing through which compressed air, to move the hands, is forced. The seats in the auditorium were completely replaced in the 1930's. Part of the electrical fixtures were recently replaced with fluorescent tubes. The telephone system became so undependable that it was removed. Many of the desks have been replaced by tables or tablet arm chairs. Study hall 201 has become the band room, 112 is now the library, 129 is the attendance office, 229 is a commercial room, 190 is the print shop, and 289 is a salesmanship classroom. The drinking fountains are still in service, but the fixtures have been replaced by a more sanitary type and several graduating classes have supplemented them with electric coolers. The gymnasium apparatus of 1912 is now used by the girls only, the boys using the big new gymnasium across Sixth Street, built in 1927. The equipment for the sewing and cooking classes has been replaced several times. The curious open wardrobes with sliding fronts with which the Sixth Street building had been equipped were removed in the early 1920's and sixteen hundred individual lockers were installed, utilizing every available bit of wall space. The cafeteria furniture and apparatus for cooking and serving have been completely replaced. The engines and dynamos given by Major Rosencranz finally wore out. All stage equipment, curtains, scenery, and lighting have been added since 1928.

In 1913 the high school students raised the money to buy two plaster casts of singing and dancing children, replicas of the originals by Luca della Robbia and Donatello. The Board bore the cost of fastening them to the end walls of the balcony of the auditorium, where to this day they lend an air of renaissance art to the room. The writer in 1923 enjoyed the more seeing the originals in the Cathedral Museum in Florence because he was familiar with the replicas in our auditorium.

Glimpses Around Our Building

Misty Morning

From Our Auditorium Windows

Snow on Seventh Street

Despite the greatly enlarged quarters in which we were operating, by 1916 we were again overcrowded. The superintendent and board then came to the momentous decision to begin the gradual abandonment of the junior high school and to move the eighth grades back to the elementary buildings. The movement was begun that fall and completed by 1923. Begun as an expedient because of the need for space for the high school proper, the policy became a permanent one. It is odd to think that the first junior high school in the world has been completely abandoned and its quarters given over to a traditional high school.

During the years from 1916 to 1923 relief from overcrowding could not be gained rapidly enough. Consequently, a decision, under consideration for some years, was made to build a new high school on the west side of the city. Several building sites were considered before the one on Coal Mine Hill was chosen. Because of the decidely unpoetic name of the hill, overgrown as it was with forest and underbrush and deeply tunneled with abandoned mine shafts, the region was renamed Forest Hills. There eleven acres of ground were purchased, increased later to twenty acres, which provided ample room for the building, a beautiful campus, a parking space atop the highest hill, a marvelous view of the river and the water front of the city, and an unusually large and fine athletic amphitheater adjoining the building.

Snow Adds Its Touch

Across the Tree Tops

Patterns from Windows of Commercial Rooms

Since there were now two Evansville high schools, a method of distinguishing them was a necessity. Difficulty about financing the building of the new west side school had been resolved by an arrangement of Francis Joseph Reitz, president of the National City Bank and member of the Board of School Trustees, to have his bank purchase the bonds. As a recognition for his services, the following motion was passed:

> **August 30, 1918**
>
> **Upon motion it was decided that the new west side high school be called the "Francis Joseph Reitz High School" and that the Evansville High School be called "Central High School."**

The exodus to Reitz High School helped relieve the situation at Central, but not for long. By 1923 we were again crowded beyond all possibility of operating comfortably. The decision was therefore made to erect another new high school, this one on the east side. The name, Benjamin Bosse High School, honors the memory of the energetic and resourceful mayor who had died in office just previously. While the new building was under construction, but not yet ready for occupancy, our student body was divided into two parts: the Central students and the Bosse students. There were two separate faculties and two principals. John O. Chewning, who had succeeded Ernest P. Wiles in 1916, was principal of the Central faculty and students; whereas Roswell C. Puckett was principal of the Bosse division. This device was adopted in September, 1923, and in January, 1924, the Bosse element moved into their own handsome new building.

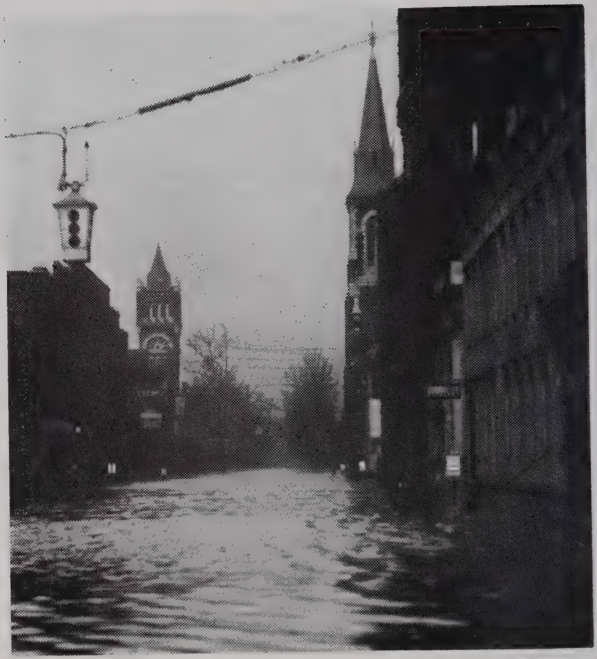
Another new high school, Mechanic Arts on the north side of the city, was opened in January, 1939, this time not to relieve overcrowding, but to offer advanced technical training in the skilled crafts to junior and senior boys from all the other high schools. Plans are now under consideration to expand the north side school into a full four-year academic high school with appropriate emphasis on the industrial program.

During the late 1940's and early 1950's our enrollment trend reversed itself. Our numbers dropped so low that we had small classes and lost teachers by transfer to the other schools. With this situation existing at Central, while Reitz and Bosse were learning how it felt to be overcrowded, the Board adjusted matters by directing that certain rural schools of Vanderburgh County should begin sending their ninth grade pupils to Central. Since they had to be transported by bus in any event, it was no problem to the pupils, and it helped to distribute the enrollment somewhat more evenly.

The years we have here been covering have been those of the Principals Chewning, Olmsted, and Shrode, the last our present principal. During this time we experienced four major disasters. The first was the great depression of 1928-39, during which many pupils came from destitute homes and had to be furnished with books, clothes, and free lunches. The Federal Government helped us by granting aid under the agency called the NYA. Needy pupils were assigned to certain teachers as secretaries and were paid from Federal funds.

The second major disaster was the great Ohio River flood of January and February, 1937, when practically half of Evansville was submerged and half our population evacuated from their homes, many of them temporarily leaving the city. All business and all school activities were suspended for three to four weeks. During this time Central was surrounded by water; our girls' gymnasium and all basement rooms were full of water; the big new gymnasium had its costly floor

Is This Venice?



Looking North

Along Seventh Street

Toward Central

During the Great Flood

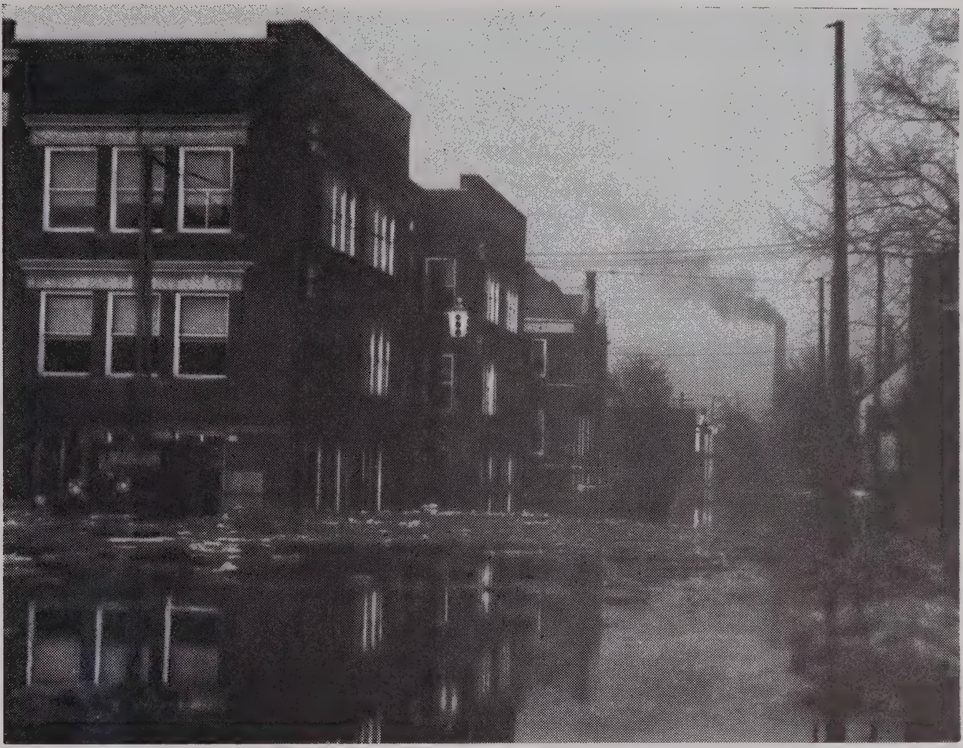
of 1937

ruined; and we lost thousands of dollars' worth of furniture and equipment. Herschel Dassel, now head of the science department, needing some books for a college course he was undertaking, secured a skiff several blocks away and rowed to the school, docking his craft at the door at Vine Street and the court. When we could get back into the building, we operated in makeshift quarters for several months until our house could be put in order and made fit for habitation.

Our third disaster struck on November 2, 1943, when a fire broke out about midnight in the storage room of the Seventh Street building, directly below rooms 108 and 110. The fire burned through the floors of those rooms and also damaged the adjoining corridors. Again we had to make temporary arrangements until the damage could be repaired.

For the fourth time misfortune befell us when another fire broke out, about six o'clock on the evening of January 6, 1948. It began with a mysterious explosion, apparently caused by accumulated gas from a faulty valve in the home economics department. All rooms of that department were badly damaged; namely, 175, 179, 275, and 279, as well as the adjoining art rooms 283 and 284. The entire northwestern part of the building was out of use for most of the ensuing semester. One blessing which came from the calamity was the very noticeable modernization of the rooms of the home economics department. They are now among the most attractive in our building.

At the present time we are again sailing on our accustomed even keel. As long as such is the case, we are not making news, but we are doing something much better: we are doing a substantial quality of school work. May such continue to be the case for many years to come!



Central Surrounded by Water in February, 1937

We have seen in this chapter how the student body of our school was divided in 1918 by the exodus to Reitz; in 1924 by the departure of the Bosse contingent; and in 1939 by the loss of a much smaller number to Mechanic Arts. The reader will have noticed that nothing has been said about Lincoln. The reason is simple: the colored high school was a separate foundation, never having been connected with our school.

The earliest elementary schools for colored children were not tax-supported, but were kept up by the donations of the parents and of generous citizens. They were made a part of the public school system in 1869. It was not until the school year of 1878-79 that the colored people had an opportunity for a high school education, Solomon Watkins having been appointed principal and sole teacher of their school in that year. They held their first commencement in 1882 with three graduates: Georgia A. Flowers, Georgia A. Nance, and Mary E. Porter, all of whom became public school teachers. From that time on their school grew just as ours had done twenty-five years earlier, slowly but steadily, with many changes of locations, until in 1928 they moved into their own beautiful building on Lincoln Avenue. On that site a devoted faculty is giving the students a sound and thorough training.

CHAPTER 10

OUR NEIGHBORHOOD

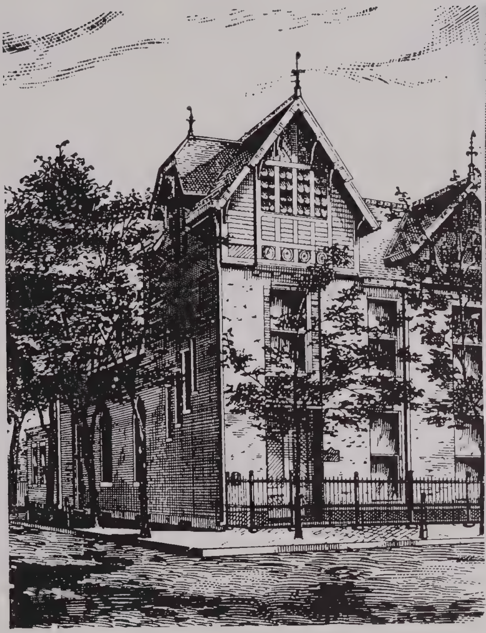
When the high school building was erected in 1868, its neighborhood contained a number of substantial residences. It is believed that some of the houses directly across on Seventh Street are at least as old as our building. The synagogue which we later annexed had been dedicated just two years previously. The residences in the block with the synagogue were then in good condition. The residence of E. Q. Smith, chair manufacturer, stood where our auditorium is now situated and the family home of Judge Louis O. Rasch stood where room 135 and the attendance office are now located. Both were removed when the Sixth Street building was erected in 1911-12, the Rasch house being moved bodily to 618 Ingle Street.

A block away, at Eighth and Court Streets, stood Salem Church, now the First Evangelical and United Brethren Church, looking very much as it does now except that it had a small spire. Assumption Church did not move to its present location until 1872. On the corner of Seventh and Vine Streets stood the German Reformed Church, a building which has been closely related to our school in several ways.

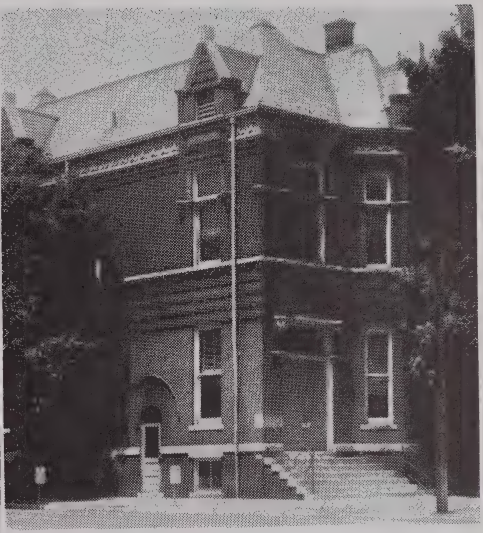
The same summer that our building was being finished, 1868, the City of Evansville bought the church property. Immediately the Board of School Trustees ordered it remodeled for a primary school. The 1870 *City Directory* showed that in 1869-70 there was a school in the building, suggesting that it had been remodeled and put into use. It was again listed in the 1872 and 1874 issues. In 1875 the *City Directory* (which always shows a lag of a few months to nearly a year) states that the Public Library was in the building with Miss Tillie Goslee as librarian. This is also the recollection of the writer's mother and of Miss Margaret Goslee who remembers being with her aunt at the library.

The 1880 issue has the Colored High School in the former church building, which also continued to house the library. In 1883 the *City Directory* for the first time showed the superintendent's office as located in that building; it had been in our school, in the room we now know as 107, until this time. The Colored High School was then listed as being at Governor and Mulberry Streets, the location of the old Governor School which was demolished when Lincoln High School was built. In the 1886 issue, the Colored High School was back at Seventh and Vine, and the library had moved to the new Willard Library building. In the 1887 issue the Colored High School was again at Governor and Mulberry Streets, and the former church was occupied by the superintendent's office and the Evansville Deaf Mute School, a public school taught by Charles Kerney. This continued to be the case until 1893, when Paul Lange was given as teacher of the Deaf Mute School.

As It Was



As It Is



The Superintendent's Office Shortly after Its Purchase and as It Appears Today

According to Board minutes, in 1894 the office building became a sort of annex to the high school when some commercial classes were placed in one of the rooms. In 1898 the Deaf Mute School was moved to one of the rooms of the north basement where the mathematics department now has its quarters. This was apparently to make room for some expansion in the office building, either for another commercial class or for office needs. Since the commercial department moved out of the office building to the north basement, the former has been used for office purposes exclusively. For several decades of this century an assembly room for teachers' meetings was located on the second floor in the space now occupied by the business manager's office and the bookkeeping department; as the office space on the first floor became more and more cramped, the second floor had to be partitioned for offices; the assembly room was then dispensed with, teachers' meetings being held in one of the school auditoriums.

CHAPTER 11

OUR EARLY PRINCIPALS

In this chapter we undertake to give a brief sketch of the career of each of our early principals during our first fifty years, including such biographical information as we have been able to assemble and such characterizations as have been left to us by early students.

MR. GREEN

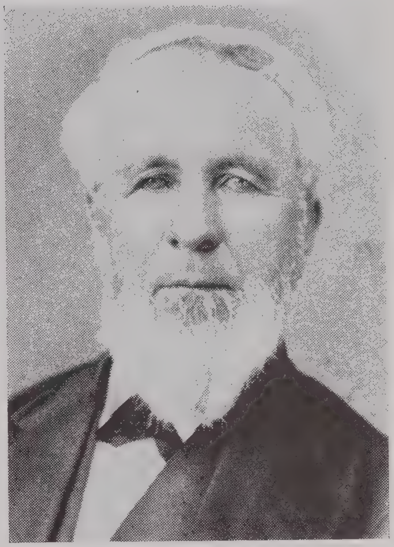
Our school opened on September 4, 1854, with a teacher in charge known to us solely as "Mr. Green." No writer among our early students appears to have known his Christian name or initials. He was a young man just out of an eastern college, probably Bowdoin, to which institution H. Q. Wheeler would probably have written for a teacher. Ruth Kilbert quotes Roberta Allen Armstrong as saying of him, "He was a callow college graduate who was not a success at all." The writer has been unable to trace this statement to Mrs. Armstrong's writings, but the fact that he remained only a few months lends plausibility to the statement. Mr. Green was the sole teacher; hence he is listed as principal. We do not know exactly when he left us.

E. P. COLE

When Mr. Green left, he was replaced by E. P. Cole, who had just been serving as the first principal of the Indianapolis High School from which Shortridge has descended. (See Chapter 5.) Mr. Cole was a stalwart figure among Indiana schoolmen of the 1850's, as we learn from the history of the founding of the Indiana State Teachers Association. (See Chapter 6.) In 1876 the State Department of Public Instruction made its contribution to the great national Centennial observance by sponsoring a book, *The Schools of Indiana,* by James A. Smart, A.M., Superintendent of Public Instructions, from which we quote the following biographical sketch:

> E. P. Cole, A.M., was born at Bergen, New Jersey and graduated at Miami University. He taught ten years in Ohio, then came in 1849 to Indiana and took charge of the Randolph County Seminary. In 1853, at the organization or the public schools of Indianapolis, Mr. Cole was made principal of the high school. The next year he took an active part in the organization of the Indiana State Teachers Association and in 1855 he presented a report to that body which resulted in the establishment of the **Indiana School Journal.** As an agent for the association he canvassed a large part of the state, obtaining subscribers for the **Journal,** and lecturing upon educational topics. In 1857 he took charge of the Monroe County Female Seminary, in which position he served till 1863. During this period he was one of the school examiners, and, as such, managed the first teachers' institute ever held in the county. He has been superintendent of schools at Wabash, Bloomington, Greencastle, and Washington. During the past two years Mr. Cole has had charge of Hopewell Academy, near Franklin, in Johnson County.

Our Principal 99 Years Ago



Eliphalet P. Cole

One history of Indiana states that E. P. Cole was principal of the Indianapolis High School from 1853 to 1858, when he became superintendent of schools in Minneapolis Neither the City Directory of Minneapolis for 1858 and succeeding years, nor the records of the Minneapolis Board of Education, confirm this statement. The Indianapolis Board of Education was unable to furnish any information more recent than 1881, in which year Mr. Cole was still principal of Hopewell Academy. It is strange that no source except our own records and newspaper files contains any reference to Mr. Cole's short period of service in Evansville. It is known that after leaving Hopewell Academy he operated a bookstore in Bloomington, where he died in 1890. We owe a great debt of gratitude to one of Mr. Cole's former pupils, James G. Covert, of Franklin, Indiana, for lending us the photograph from which our illustration was made. He, in turn, secured it from his kinsman, Professor Paul G. Covert. The Indiana Historical Society also sent us a photograph of Mr. Cole; of the two we chose Mr. Covert's as likely to make the better cut.

Why should a man of E. P. Cole's stature in educational matters leave the Indianapolis High School to come to Evansville? Perhaps because of the longer school term. We have seen in Chapter 6 that while Indianapolis was having a six months' term, Evansville having one of forty-four weeks. Why did he then leave us after only half a year? His impressive list of positions held in Indiana schools suggests that he was of a roving disposition, as he could not have remained more than a few years in any one of them.

The Evansville High School, now Central, can rate itself as fortunate to have had such a versatile and widely known man as E. P. Cole as its second principal and can list Mr. Cole as one of its *distinguished* heads.

B. P. SNOW

In 1855 H. Q. Wheeler attended the commencement of Bowdoin College, his alma mater. Knowing that we were again in need of a principal, he found a young man named Benjamin Poore Snow willing to come out to these parts. He stayed with us from September, 1855, through the end of the calendar year 1857. He seems to have given eminent satisfaction. Edith Reilly in her memoirs calls him "one of the most prominent" early principals and says one of her classmates "thought he knew as much as God did." Mr. Snow began his service with us in Carpenter's Block, moved after two months to the new public school building, and spent the rest of his time with us there. We do not know why he left.

SAMUEL K. LEAVITT

B. P. Snow was succeeded at the beginning of the calendar year 1858 by an interesting man from Maine, Samuel K. Leavitt. The Willard Library files contain three letters from him to H. Q. Wheeler from which we gather the following information:

Samuel K. Leavitt was a college graduate and was teaching school in Hallowell, Maine, but his real ambition was to study law. In 1856 he had made a trip to the Middle West and had spent some time here in Evansville visiting H. Q. Wheeler. Mr. Wheeler had written him on April 1, 1857, inviting him to come to Evansville to study law in his office, take over part of his legal work, and board in his family. Mr. Leavitt expressed himself as very eager to accept the offer, but he had financial complications in the form of debts from his years of college study. He could not well leave until he refinanced those debts, which he was having trouble doing. He was also obligated to complete the school term which would close, like the term in Evansville, on July 3. In one letter he wrote, "I am heartily sick of teaching and wish to be about the law." But in another he remarked, "If I could have charge of your High School six months it would place me in comfortable circumstances." It seems strange that six months' salary could set a man up financially. Finally on May 6 he wrote, "You may expect me in Evansville in July. I will endeavor to leave here about the 5th and shall go directly there."

Mr. Leavitt probably spent the rest of the year 1857 studying law with Mr. Wheeler, for the high school position did not become vacant until January, 1858. He taught our school until the summer vacation began in July. In September he surprisingly moved to the Boy's Grammar School. He was principal of that school until July, 1861, when he began advertising in the *Journal* as "attorney at law and notary public." He also was appointed school examiner to issue licenses to teach. In the *Journal* of August 22 we find the following advertisement:

> **EXAMINATION OF TEACHERS**
>
> There will a public examination of school teachers for Vanderburgh county, on Friday, Aug. 30, commencing at 9 A.M. at the high School Building, in Evansville. All applicants for a license to teach, are requested to be present.
>
> S. K. LEAVITT,
> School Examiner.

In the summer of 1862 Mr. Leavitt answered the call to arms and joined the 65th Indiana Infantry, which was mustered in at Evansville on June 20, 1862. He was second lieutenant of Company H. His captain was Saunders R. Hornbrook. We do not know much about his military career, but on July 11, 1865, the *Journal* reported him back in the city. He returned to his law work and in June, 1867, he married Miss Abbie Fisher, principal of the Girls' Grammar School.

He also had a brief career in local politics. In 1862 the regular notice of public school examinations was signed "S. K. Leavitt, Trustee." We wonder of what he was trustee, because his name does not appear in any of several lists of school trustees which we have studied, and efforts to locate his name in a list of trustees of Pigeon Township has been without results. After returning from the army he was elected city treasurer for a two-year term, 1866-67. He was still listed in the *City Directory* for 1870, but not in 1871. By 1873 he was located in Cincinnati as pastor of the First Baptist Church, where he served until 1883. It would be hard to find a principal of our school who had a more diversified series of experiences in public life; we certainly must rate Samuel K. Leavit as one of our *most versatile* principals.

CHASE P. PARSONS

Chase P. Parsons came to us in September, 1858, and stayed one year on this occasion. We have no information as to the place from which he came nor where he went in 1859. In December, 1862, he returned and resumed his old place after we had been virtually without a principal for three months. It was during his second term with us that we moved to the old Baptist Church. This time he stayed nearly three school years—until June, 1865. We know what he did next: he became an insurance agent. The *City Directory* for 1866 lists him as having his office at First and Main Streets and his home at Seventh and Ann Streets (now Pennsylvania Street). He is not listed in the directories for 1868-74; in 1875 he was back in the city as principal of the Lower School (now Carpenter). He held that position for two years; then in 1876 (the information in the directories usually lagged a year behind the date of its taking effect) he was back at the high school as a teacher. Jacob A. Zeller was now principal, and Mr. Parsons was named as "first assistant." He held that position for three school years—through June, 1879, when his name disappeared completely from all records in Evansville.

Sometime during one of his three periods of service in Evansville, Mr. Parsons married Hattie Howes, sister of Kate Howes who became Mrs. James L. Orr. If we knew the later life history of Hattie Howes, we should know more about Chase P. Parsons. Samuel Orr has furnished the writer with all available family records but has no further information on his great-aunt Hattie nor on her husband. It should be mentioned that the writer has been unable to trace any connection between Chase P. Parsons and that well-known Evansville citizen, Major Byron F. Parsons.

CHARLES H. BUTTERFIELD

The first time Chase P. Parsons left us, during the summer of 1859, his place was taken by Charles H. Butterfield, an eastern man as so many of our early teachers were. Born in 1834 in Farmington, Maine, he graduated from Bowdoin College in 1859. No doubt it was through his college contacts that he decided to come to Evansville to be near H. Q. Wheeler. He arrived just in time to succeed Mr. Parsons. He was with us three years, then resigned to answer the President's call to arms.

Mr. Butterfield helped recruit the 65th Indiana Regiment, but because of change of plans was prevented from going along. He then raised the 91st Indiana regiment and was appointed its major. In time he rose to lieutenant colonel. The regiment saw action in eastern Tennessee and in 1864 marched with Sherman from Chattanooga to Atlanta.

When Colonel Butterfield was mustered out, he returned to Evansville and a year later was appointed superintendent of schools. Meanwhile he was studying law in the office of Conrad Baker, subsequently Governor of Indiana, and was admitted to the bar in December, 1865. After one year as superintendent he resigned to practice law. In 1869 he was elected judge of the criminal court.

Central had a rare distinction: our ex-principal became Mayor of Evansville for three years (1871-74), succeeding William Baker when that esteemed official died in office. When A. C. Hawkins became mayor in 1892, Colonel Butterfield became judge of the police court, holding that office until his death in 1897.

Judge Butterfield was long a Mason, a trustee of Willard Library, and an officer of Farragut Post of the G.A.R. He lived in a comfortable, rambling old residence at Harriet and Iowa Streets, on the corner now occupied by a business building. There was no relationship between Judge Butterfield and Sidney Butterfield of Smith & Butterfield.

When Mr. Butterifeld left for his army service, we were for a time without a principal. E. S. Green, principal of the First Boys' Grammar School, was transferred to the high school. He remained only until November 3, 1862. During those two months his wife held the appointment as principal of a girls' school. but served only eleven days, then resigned at the same time as Mr. Green. We have no way of knowing whether this E. S. Green was the same man who was our first principal in 1854. He probably was not, or one of our early students would have mentioned the fact in his memoirs. Upon Mr. Green's sudden departure, the assistant, Rebecca R. Hough, handled the school alone for three weeks until Chase P. Parsons returned on November 24 to remain until June, 1865.

During the summer of 1865 the Board of School Trustees was faced with a serious situation. The high school had a good building at Second and Clark Streets and anticipated an enrollment of about eighty, but no principal had been found to succeed Mr. Parsons. A new superintendent had been appointed and had arrived: E. J. Rice, who had been called here as our first *professional* superintendent. (Our previous superintendents had held their positions on a different basis: H. Q. Wheeler, 1853-61, ex-officio as president of the Board of School Trustees; J. W. Knight, 1858-60, by delegation of power from H. Q. Wheeler without formal appointment; and William Baker, 1861-65, ex-officio as mayor of the city.)

When our new superintendent arrived in the city about the end of August, he found himself faced with the problem of filling the position of high school principal. To make matters worse, that ever-dependable assistant, Miss Hough, who had served under three principals, had resigned and made definite plans with her half-sister, Miss Christine Hooker, to open a "select school" in the lecture room of the Cumberland Presbyterian Church. We were therefore without either a principal or a faculty.

Efforts were made to employ a principal, but nothing come of them. The Board minutes of August 18, 1865, contain an entry stating that Miss Aphia Bartlett had been appointed principal and Mrs. L. A. Rice assistant; however, we find no evidence that Miss Bartlett so much as arrived in town. When the trustees realized their predicament they inserted a notice in the *Journal* stating a temporary expedient:

> HIGH SCHOOL.—The High School, corner of Second and Clark streets, will commence on Monday morning under charge of Prof. E. J. Rice and his accomplished lady. A prompt attendance is desired.

So the superintendent would have to teach the high school! But it did not quite come to that pass. Our former principal, Charles H. Butterfield, now Colonel Butterfield, was back from the Army and was somehow persuaded to help out, with Mrs. E. J. Rice as assistant. (When her own name was stated, it was given as Mrs. L. A. Rice.) Mr. Butterfield stayed only through September and October; then Mrs. Rice handled the school, with the help of the second assistant, until the appointment of T. F. McFadden. Of Mr. McFadden we know only his name and the fact that he finished out the calendar year and quit. It is a wonder that our school held together and accomplished anything under such disorganized conditions.

* * *

M. HUTCHESON

Here is another principal of whom we know almost nothing but his surname. He came in January, 1866, and finished the school year. Where he came from and where he went will probably never be known to us. Mrs. Rice and the second assistant (an interesting person, of whom more in Chapter 14) remained with Mr. Hutcheson until June.

M. Hutcheson appears to have been an unusually capable principal and teacher. It is our misfortune that we could not keep him longer. Coming immediately after the four months of disorganization just described, in five weeks he had the school in such condition as made it a source of pride to the trustees. The editor of the *Journal* reported thus on February 10, 1866, concerning his observations at the public examination:

> Knowing the difficulties with which the school has had to contend in the past, and also being aware that difficulties and troubles had been experienced even during the last term, we went to the examination yesterday with some fears that the school would not be able to do itself credit and satisfy the expectations of its friends. We will, as briefly as possible, narrate the results of our observations.

The editor then described in detail just what he saw in each subject: penmanship, advanced algebra, physical geography, Greek, mental philosophy, Latin, French, chemistry, a discussion, elocution. Concerning each subject without exception, he was extremely lavish in his praise. Knowing the editor's custom of saying exactly what he meant, we feel sure that if any fault-finding had been possible he would have let us know of it.

On June 29, 1866, the editor again reported the examination—this time the closing exercise for the year. Everything he saw and heard was quite up to the high standard of the preceding February. He remarked particularly on the beautiful decorations on the walls and the vase of flowers on each pupil's desk. The pictures on the walls were especially appropriate in their patriotic significance, the Civil War having ended just a year earlier. M. Hutcheson appears to have left a deep and favorable impression on his students and the citizens.

F. C. WILLETT

F. C. Willett became principal in September, 1866, and served with great success for nearly four years—the longest term of any of our principals to that time. He was the first principal in the new building on Seventh Street. A new assistant was also appointed, supplemented by a second a year later. The two stayed with Mr. Willett through most of his four years. The first assistant resigned in 1869 because of ill health. Except for this change, everything seemed rosy until the spring of 1870, when under date of April 15 we find this entry in the minutes of the Board of School Trustees:

> The Superintendent informed the Board of Mr. Willett's sickness and requested the assistance of the Board in preserving the discipline of the High School which in some cases needed a remedy. The Board promised the needed co-operation.

Mr. Willett never returned. The school year ended without his presence. Because of the unusual circumstances the annual public examination was omitted. The superintendent (A.M. Gow) presided at commencement. On June 14 the Board voted the two assistants fifteen dollars each additional pay "for the extra labor they performed in closing the high school." On June 6 the Board adopted a resolution concerning Mr. Willett which was spread on the minutes and published in the *Journal,* as follows:

> In harmony with the general sentiment of our citizens, we cannot fail to recognize the earnest and faithful efforts of Prof. F. C. Willett during the past four years to reorganize our High School and place it upon a firm basis of true Scholarship. Remembering his constant zeal and untiring labor in this behalf, and the eminent success with which his work has been crowned, therefore
>
> **Resolved,** that we deeply regret the necessity which compels his resignation; and wishing him a speedy restoration to health, that we also commend him in whatever new associations he may form as a young man of ripe scholarship "with a heart for any work" he may espouse.

While F. C. Willett Was Our Principal His Brother Edgar Was His Pupil

We have found no actual record of the nature of Mr. Willett's illness nor of his destination after he left here; however, we may form a surmise. In a book of attendance tabulations for the early years in the records room of the superintendent's office we found a list of names and some addresses, headed "List of Circulars Sent." Judging from some familiar names on the list, we believe the date to have been in the early 1870's. Among the names, we found "Prof. F. C. Willett, Denver, Colo." Had the dread tuberculosis claimed our principal as one of its victims?

JACOB A. ZELLER

During the summer of 1870 the Board offered the principalship to John Moore of Norwood, Ontario, who apparently did not accept, because a month later they appointed Jacob A. Zeller of Oxford, Ohio. Mr. Zeller stayed with us eleven years—a most unusual tenure for those days.

Mr. Zeller was a very pleasant and popular man. One talent which endeared him to his students and the citizens was his singing. He enjoyed singing in public and was always ready to occupy a place on a program. He frequently sang duets with M. Z. Tinker, music supervisor; and after the coming of William McK. Blake, the three often sang trios. At an early alumni meeting in 1875 he sang a solo, "My Last Cigar." His songs were sometimes of semi-classical nature, but frequently they were purely amusing, as the one just named. Our school grew rapidly during Mr. Zeller's term, and the number of assistants under him increased to six, one of them being for several years our former principal, Chase P. Parsons.

WILLIAM McKENDREE BLAKE

When Jacob A. Zeller left us, his place as principal was taken by William McKendree Blake who had come as a teacher in 1879. Mr. Blake, a graduate of De Pauw University, was a teacher of Latin; as such he is our first principal whose special subject we know. He was of a very friendly, pleasant disposition and enjoyed carrying on pleasantries with his pupils. He seems to have been a great favorite with his young friends. Whenever students of long ago get together, Mr. Blake is one of their teachers whom they recall first.

Three Principals of Long Ago

Charles H. Butterfield **Jacob A. Zeller** **William McK. Blake**

When Mr. Blake had been here a year, Robert Spear came as teacher of natural sciences. On 1885 Mr. Blake gave up the principalship to become a mere member of the faculty, and Mr. Spear advanced to the principal's office. The two men, so different in disposition and schooling, always worked together in the greatest of harmony and had the most profound respect for each other.

Mr. Blake remained as a teacher until November, 1903, when he resigned to take a position with a business firm in Minneapolis. His leaving was profoundly regretted by all who knew him. The First Mothers' Club gave a farewell party for Mrs. Blake. The teaching tradition was too deeply rooted in Mr. Blake's disposition for him to stay out of the profession very long; in 1907 he founded the Blake School, a private school for boys in Minneapolis. After operating in downtown quarters for several years, it received two beautiful buildings in the suburban area through the generosity of a group of public spirited citizens. It is divided into a school for younger boys, called "Junior Blake," and one for older boys, called "Senior Blake." The whole school is organized on the plan of Roxbury Latin School, with "forms," "masters," and a "headmaster."

When Mr. Blake retired from teaching, he left Minneapolis and located in Milwaukee, where he lived until his death in 1919. We know of several surviving relatives: a son, Donald A. Blake, architect in Chicago; a granddaughter, Mabel Louise Blake, a geologist with the Shell Oil Company in Shreveport, Louisiana; and a niece, Mrs. Margaret Young Bonham of Evansville. Mrs. Bonham secured our photograph of her uncle from his son. Mrs. Blake was Katherine Evans, originally of New Harmony, author of *Heart's Haven,* an historical novel of her native town and its very interesting inhabitants. By strange coincidence, Mrs. Robert Spear was born Catherine Evans, of Owen County.

CHAPTER 12

TWENTY YEARS WITH ROBERT SPEAR

> Sat., April 9, 1904. The death of my bloved teacher and principal, Mr. Spear, took place at 2:00 A.M. He died from the effects of an operation for gall stones. He was 51 years old and left a wife and three boys, one of whom, Herbert, was one of by classmates, and one daughter. The members of my class assembled at the home of H. Fisher Sunday afternoon and went out in a body to view the remains. Prof. Spear was buried Mon. 10:00 A.M. by Rev. Farr and Rev. Brashear.

In these words does the diary of Henry Bohnsack record the heaviest loss ever sustained by the Evansville High School. Henry Bohnsack had just graduated in the class of January, 1904, and had taken a position in the Citizens National Bank. He kept a very neatly written diary throughout his high school years and has made it available, along with several other mementos, to the writer. Principal Robert Spear had conducted the graduation exercises as usual on January 22, 1904, at the Grand. At that time the high school had reached exactly the half-way point of what has now become its century of existence. Little did any member of that class suspect that Mr. Spear would never conduct another commencement. The fact that his son Herbert was a member gave the class of January, 1904, a sense of special proprietorship in their principal. His death was felt as a great shock by all Evansville, but by none more keenly than by the classes of January and June, 1904.

Leonard Young, who was science teacher at the time and who finished the work of the principal's office that year, told the writer during the preparation of this book, "I often sat with Mr. Spear in the office when he was having one of his attacks of gall stones. I watched him grip his chair and writhe in agony when the pain was at its worst. Yet he maintained a courageous outward appearance and carried on his work in such a way that few suspected how serious his illness was."

Robert Spear was one of the most exceptional men ever to teach in Evansville. He had very little formal schooling yet he was one of the most learned of men, not only in his chosen line, chemistry and physics, but in a broader sense in all fields of scholarship. He had gathered this great store of knowledge by the application of his very superior intellect and his indomitable will to learn. Moreover, from his wide association with young people as their teacher, principal, and counselor, he had acquired that mental power best described by the word *wisdom.*

He never stopped learning. One summer he devoted the entire vacation to a careful reading of the unabridged dictionary, line by line, from start to finish. That undertaking was typical of his unquenchable thirst for ever greater and greater knowledge.

Born in Coshocton County, Ohio, in 1853 as one of ten children, he was brought as a baby by his parents to Owen County, Indiana. The hardships of clearing the forest to establish a farm brought about his father's early death. As the oldest unmarried child of the family, it became Robert's responsibility to devise means of supporting the family. He hired himself to a farmer as a laborer, at first for sixteen dollars a month; but his work was so satisfactory that he received an increase each year for four years. He was fortunate in having as his employer a man of learning far above average for his station in life, who gave him every encouragement to learn by self-teaching and to strive toward some schooling. He attended four winter terms of district school, three months to a term. But he studied by himself at every spare moment. He told his colleague, Leonard Young, that when he was plowing and it seemed time to rest the horses, he took a book out of his pocket and studied for those few minutes. He took the examination to teach district school and taught for several winter terms. In 1847 he attended the Bedford Male and Female College and the Northern Indiana Normal School at Valparaiso, at the time studying medicine with an established physician in the latter town. At one time he attended the Evansville High School for a few months, where he was a pupil of Chase P. Parsons. So far as we can determine, he is the only former pupil of Central to become principal of Central.

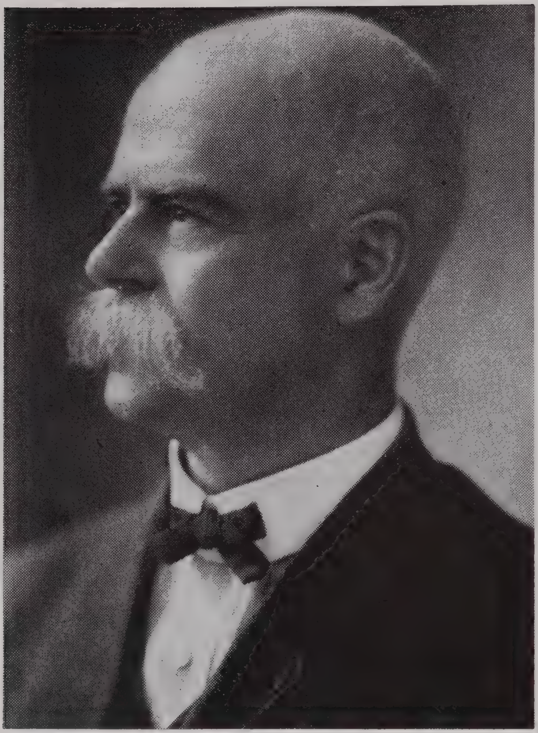
In January, 1881, Robert Spear came to Evansville to teach natural sciences in the high school. His great knowledge soon became evident. William McK. Blake was then principal, but in 1885 the latter voluntarily yielded the administrative office to Mr. Spear. At that time the principal taught almost a full program. As principal, Mr. Spear could assign himself a class in nearly any subject lacking a teacher, so diversified was his self-acquired learning. Under his leadership the morning chapel periods came very near to being religious services, and his deep piety came to the fore. Thousands of young people of the years from 1881 to 1904 owed their guidance and inspiration to his wise counseling.

His early hardships had made Robert Spear very serious-minded. He seldom laughed. He had such a profound respect for education, which he had obtained with such a tremendous expenditure of will power, that he saw nothing funny in it and therefore disapproved heartily of any levity in the classroom. To him, all boys and girls were there for the same purpose for which he had struggled so hard, and he wanted them to realize it and to live up to their purpose.

In his science teaching Robert Spear was far ahead of the methods of his time. He often devised apparatus for demonstrating the principles underlying the subject of the lesson. Thomas Brown of St. Louis, a graduate of 1882, gives in a letter a description of two of Mr. Spear's demonstrations.

One day the subject was water pressure. Before class time Mr. Spear had the janitor place a strong wooden barrel, partly filled water, on the ground outside the window of their classroom, now room 107. A garden hose extending up to the third-floor window was fitted into the upper end of the barrel. Mr. Spear sent the class out into the yard while he and the janitor climbed to the third floor with a sprinkling can full of water. They began pouring water into the upper end of the hose, and before any water ran out of the top end of the hose the barrel was sprung wide open. Mr. Brown concludes, "We returned to our classroom knowing what water pressure will do."

When the subject was air pressure, Mr. Spear placed a live mouse under a bell jar which was connected by a tube to an air pump. He told a boy to begin operating the pump. The veins and arteries of the mouse began to swell, and



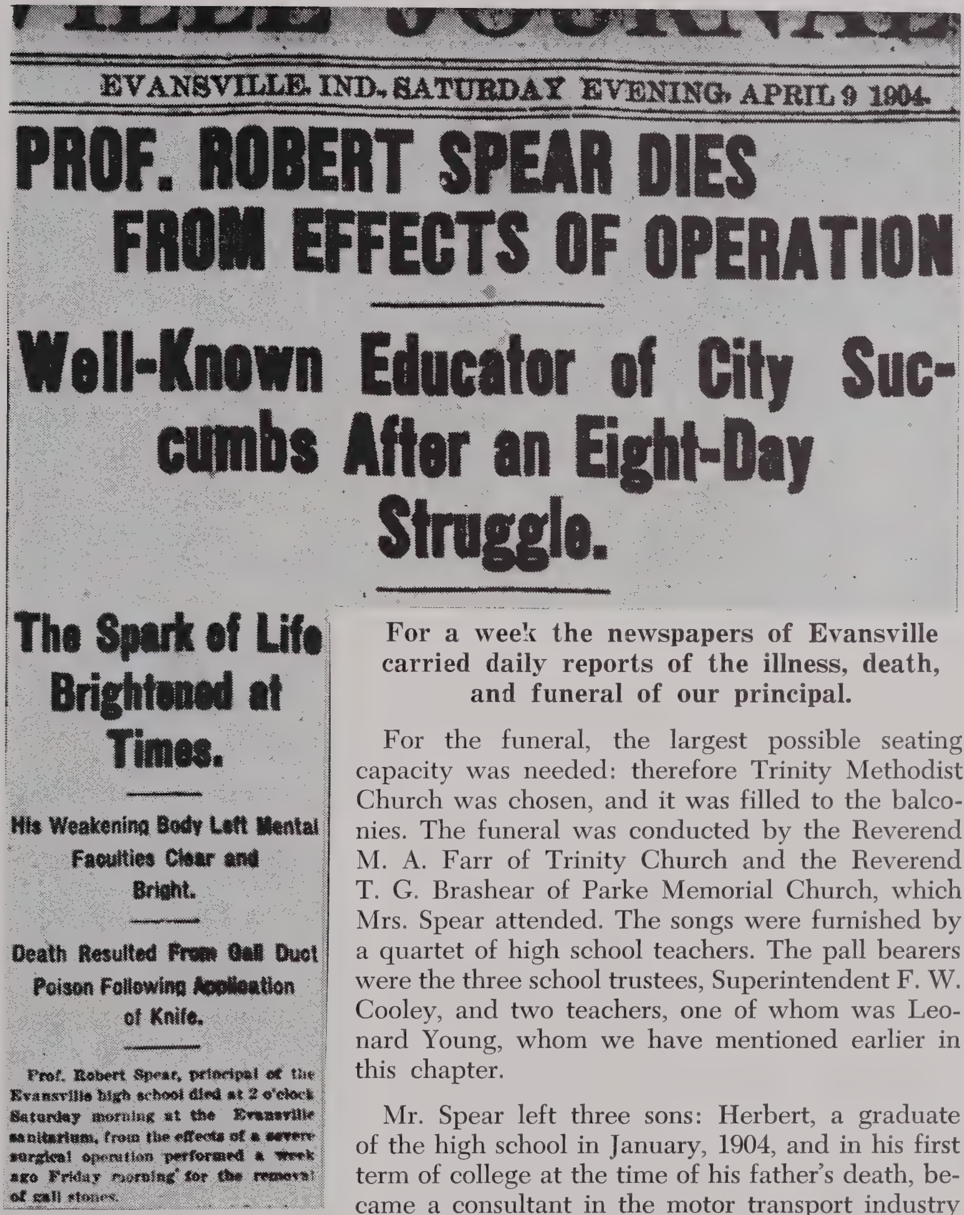
Robert Spear

blood issued from its mouth, nose, and ears. The girls screamed. Mr. Spear told the boy to stop pumping and readmit air. The mouse recovered, and the class had acquired a first-hand concept of the effects of air pressure.

Robert Spear had studied very deeply in electricity; his knowledge of the subject was recognized when the National School of Electricity organized a large class in Evansville and chose him to give a course of forty-five lectures. His listeners agreed that he made the series extremely profitable. He was very adept at making things, and much of the apparatus in the science laboratories was of his own manufacture. After his death the Board bought from Mrs. Spear an assortment of his electrical appartus for twenty-two dollars.

In 1902 the Board received a report that Mr. Spear had completed the installation of a telephone system connecting the principal's office with the superintendent's office, North and South Halls, the science laboratories on the third floor, the commercial department in the basement, and the engine room. On Feburary 15, 1904, it was announced at Board meeting that Mr. Spear, with the help of some of the boys, would wire the new manual training building for lights and power that summer. Two months later he was dead.

The Spear family lived in the large frame house at Baker Avenue and Columbia Street. The writer remembers seeing Mr. Spear going to and from the high school on his bicycle. Mr. Spear's daughter, Rene, now Mrs. James C. Bower, was the writer's classmate in the third grade at Baker School. He remembers the sympathy felt by the other pupils when they heard that Rene's father had died.



EVANSVILLE, IND., SATURDAY EVENING, APRIL 9 1904.

PROF. ROBERT SPEAR DIES FROM EFFECTS OF OPERATION

Well-Known Educator of City Succumbs After an Eight-Day Struggle.

The Spark of Life Brightened at Times.

His Weakening Body Left Mental Faculties Clear and Bright.

Death Resulted From Gall Duct Poison Following Application of Knife.

Prof. Robert Spear, principal of the Evansville high school died at 2 o'clock Saturday morning at the Evansville sanitarium, from the effects of a severe surgical operation performed a week ago Friday morning for the removal of gall stones.

For a week the newspapers of Evansville carried daily reports of the illness, death, and funeral of our principal.

For the funeral, the largest possible seating capacity was needed: therefore Trinity Methodist Church was chosen, and it was filled to the balconies. The funeral was conducted by the Reverend M. A. Farr of Trinity Church and the Reverend T. G. Brashear of Parke Memorial Church, which Mrs. Spear attended. The songs were furnished by a quartet of high school teachers. The pall bearers were the three school trustees, Superintendent F. W. Cooley, and two teachers, one of whom was Leonard Young, whom we have mentioned earlier in this chapter.

Mr. Spear left three sons: Herbert, a graduate of the high school in January, 1904, and in his first term of college at the time of his father's death, became a consultant in the motor transport industry and died in 1945; Lewis B., a graduate of 1905, is a specialist in oral radiography in Indianapolis and lectures at the Indiana School of Dentistry; and Walter A. is an electrical engineer in Cincinnati. Mr. Spear's daughter, Rene, now Mrs. James C. Bower, graduated from our school in 1913.

The writer very recently learned of another surviving relative of Mr. Spear: Everett Hendershot, head of the mathematics department at Reitz High School, informs us that his maternal grandfather was a brother of Mr. Spear.

Robert Spear's great contribution to Central was his successful administration of the school at the time of its greatest relative expansion, just preceding and just following the turn of the century. While he was principal, the size of the building was tripled and the manual training school was founded. He handled both transitions with perfect control. With his finger on the pulse of educational thought, he foresaw that compulsory education beyond the eighth grade was coming and he envisioned manual training and home economics as partial solutions of the problems which would soon confront school people. His exceptional vision gave him a perspective of school problems possessed by few administrators. The writer has no hesitation in characterizing Robert Spear as the *truly great personality* of our first century.

CHAPTER 13

OUR LATER PRINCIPALS

When Robert Spear was taken from us by death, the Board of School Trustees was in no rush to appoint a successor. The *Journal* of April 12, 1904, carried a news item stating that the Board preferred to take time to find the best possible man for the place. Meanwhile, the high school would be looked after by Superintendent Frank W. Cooley and the teachers. At the regular meeting of May 16 they decided to offer the position to J. G. Collicott of Alexandria, Indiana.

J. G. COLLICOTT

J. G. Collicott had taken his A. B. degree from Indiana University in 1900 and had served as superintendent of schools in Alexandria four years when he was invited to become our principal. The school made steady progress under his leadership, the enrollment increasing until the building was comfortably filled. After three years as our head Mr. Collicott went to Tacoma, Washington, as principal of the high school, soon becoming superintendent. He next went to Indianapolis as superintendent, then to Columbus, Ohio, in the same capacity. He died suddenly of a heart attack while attending his daughter's graduation from an eastern college. His widow, Lydia Gemmer Collicott, still lives in Columbus and supplied his photograph.

LEONARD YOUNG

Our next principal when advanced to that rank had already been with us eight years (1899-1907) as a science teacher. Leonard Young had taken his A.B. degree from Indiana University in 1898 and had studied at Indiana State Teachers College and at the University of Chicago. In his earlier years as a teacher in our school he had practiced football with the team to stimulate them to their best efforts and had even played in a game or two. One outstanding event of his principalship was the publication in 1909 of our first yearbook. Mr. Young left us in 1910 to become high school principal in Duluth, Minnesota. He became superintendent there in 1923 and retired in 1936, returning to Evansville to live. While principal here he married Lillian M. Butler, Clerk of the Board of School Trustees, who died a few years after their return to Evansville.

Mr. Young has been a tremendous help to the writer in giving information, verifying statements gleaned elsewhere, lending pictures for reproduction, and recruiting help from people about whom the writer might never have known. It is impossible to estimate how many names, dates, facts, and pictures were obtained through the help of Leonard Young.

Mr. Young sends his old friends and the present student body the following message through the writer:

> Central Friends:
>
> Perhaps many of you have known of a person whose life span extended into three different centuries—through an entire intermediate century with shorter periods in the preceding and succeeding ones.

Fortunately, my own life has been spent in three centuries— the nineteenth and twentieth centuries being two chronological ones and The Century of Evansville Central High School being the third. Also fortunately for me, my decade was at the middle of The Evansville Central High School Century. The last three years of this period was my first experience as a high school principal. I learned much and gained inspiration, for all of which I am humbly grateful to Central.

A devoted faculty and an enthusiastic, loyal and energetic student body strove diligently through these years to make Central a better school, a greater credit to Evansville and to serve and honor our country. Name of students of those years on honor tablets on Central's walls are evidence of this spirit.

This spirit has always been, is now and always will be the impelling power in Central's progress. I have faith in it and that Central students, inspiried by that spirit, will meet the challenge, of the present and of future years.

I am proud to have played a small part at the middle of Central's Century of Progress.

—Leonard Young

ERNEST P. WILES

Our next principal, Ernest P. Wiles, was with us from 1910 to 1916. He was a very genial, pleasant man who made friends quickly. During his term the last great expansion of the building occurred by which its capacity was nearly doubled. We have told of the organizing of the junior high school and Mr. Wiles' part in it in Chapter 9.

Leaving here in 1916, Mr. Wiles spent a year at Columbia University and completed all requirements for his Ph.D. degree except his thesis, which was to have been on the junior high school. The entrance of the United States into World War I caused a change in his plans, and he went to Cleveland where he administered an Americanization program for three years and gave a course of lectures at Western Reserve University. He then went into business and today, at the age of eighty, he still puts in a full day of work in his office. He lost his wife just a year ago. He has a son, who, as a small child, often visited our school with his father, and who is a high official in the Ohio Bell Telephone Company and a graduate of Western Reserve, and a granddaughter who graduates this year from high school.

The greatest contribution of Ernest P. Wiles to Central's history was his organizing and administering of the junior high school, an achievement of which he is proud. He demonstrated beyond doubt his ability to direct a school which nearly doubled its enrollment and much more than doubled its administrative problems over one summer vacation. He left many firm friends here who appreciated his high ability and unusual accomplishments.

JOHN O. CHEWNING

The sudden expansion of the school in 1912 required a greatly increased faculty. Among those who came at that time was John O. Chewning, who had been in newspaper work in Rockport and who came to us as a Latin teacher. A year later he became assistant principal, also continuing in his teaching. When Mr. Wiles left in 1916, Mr. Chewning was made principal and held the position until 1924, when he was promoted to superintendent.

One of his former pupils writes of him: "As a teacher, Mr. Chewning was fair, exacting, and thorough. A course in Caesar was equivalent to a class in English grammar and rhetoric as well as one in Latin, for he insisted that literal translations be phrased in fluent and idiomatic English. He would tolerate no Latinized constructions. Though he was a remarkable teacher, he had even greater success in administering the school. In his personal relations with students he inspired assumption of responsibility, leadership, and self-discipline. His organization and direction of student government in our school was phenomenal. 'Uncle John' built upon a foundation of fairness and self-control an *esprit de corps* that was remarkable, and gave hundreds of students their early and unforgotten lessons in self-discipline, leadership, and honesty."

CHARLES F. OLMSTED

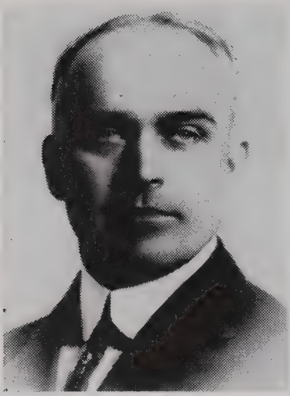
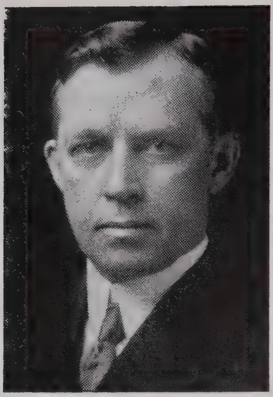
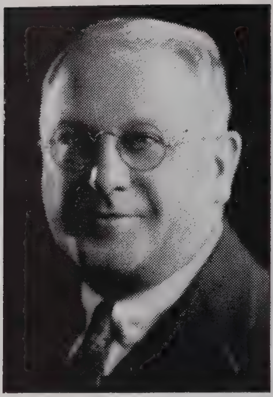
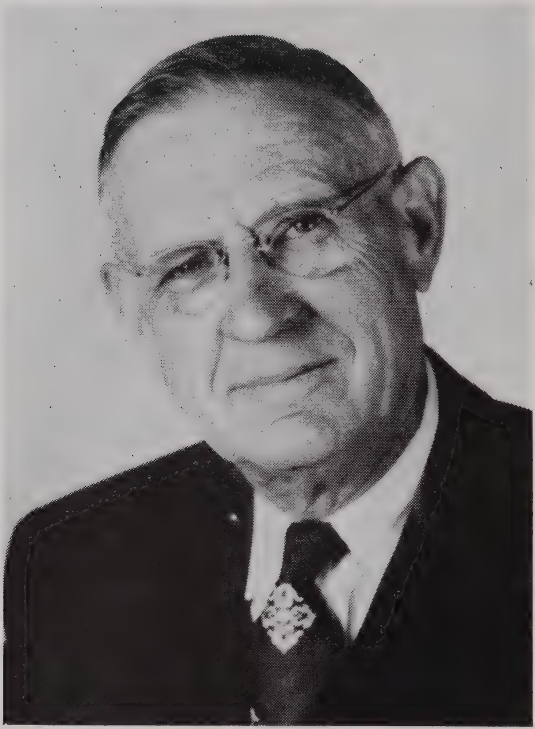
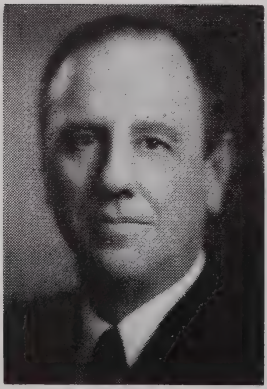
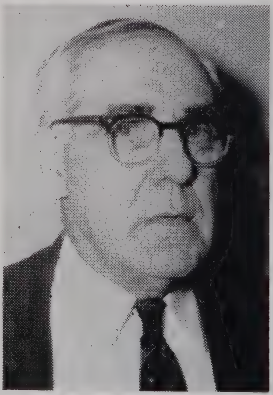
When the position of principal became vacant by the promotion of Mr. Chewning, Charles F. Olmstead, principal of Baker School, was transferred to Central. His three years with us were not a time of any great problems, but rather a time of "holding the line" and maintaining our high position as a school with unique ideas and a rich tradition. He went from here to Detroit to become head of the English department in a wealthy private school. He is now director of education and training with the Great Lakes Steel Corporation, a plant with thirteen thousand employees. Mr. Olmstead recently wrote us:

> **TO THE FACULTY AND STUDENT BODY OF CENTRAL HIGH SCHOOL:**
>
> To me, the outstanding memories of Central High School that have stayed with me through all the years since I was there are:
>
> > **CENTRAL LEADS AGAIN,** the slogan ingrained in the lives of both the faculty and the students. This motivated the school lives of everyone connected with the school, not only scholastically and athletically but in our community relations as well.
> >
> > **THE STUDENT GOVERNMENT** which functioned so splendidly in the developing of leaders and future citizens of Evansville.
>
> If the faculty and student body of today and tomorrow continue the high ideals set by the school in those days, Central High School will give much, not only to Evansville but to the country at large, in the next hundred years.
>
> My congratulations and best wishes to all of you.
>
> Sincerely,
> Charles F. Olmsted
> Director of Education

CARL SHRODE

Our present principal, Carl Shrode, holds the distinction of being head of our school longer than any previous principal. As this is written, he has been our leader for twenty-seven years and looks forward to several more years in that capacity.

Born in Warrick County, Carl Shrode attended district schools there. By examination, he received a teacher's license at sixteen and began teaching rural school at seventeen. He alternated his winter teaching with summer sessions at Central Normal College, Danville, Indiana, until he entered Swarthmore College in Pennsylvania on a scholarship. He completed the course for the A.B. degree there in three years, winning high honors and cash prizes in debating and public speaking. He was secretary to the dean of Swarthmore for a year, then principal of the Elberfeld High School. He served in World War I and was for a time a Y.M.C.A. war work secretary.

Our Principals of the
Twentieth Century

Top Row
J. G. Collicott
Leonard Young
Ernest P. Wiles

Middle
Carl Shrode

Bottom Row
John O. Chewning
Charles F. Olmsted

Mr. Shrode came to Evansville as a teacher of English and social studies at Central in January, 1920. He was away on a fellowship at the University of Pennsylvania for the school year 1921-22, securing the A.M. degree. He returned to Central as a teacher for a year and a half, leaving us with the exodus to Bosse in January, 1924, to be assistant principal there under Roswell C. Puckett.

Recalling the events by which the great news was broken to him, Mr. Shrode states that one May morning in 1927 he was called to the telephone by Superintendent John O. Chewning, who had recently been his principal, and told that he was to be principal of Central in September to succeed Mr. Olmsted, who was resigning. The appointment came as a complete surprise, since he had not even suspected that a vacancy was about to occur. He never directly or indirectly sought the position.

Mr. Shrode's career at Central has been closely bound up with the life of the school as related in all chapters dealing with the events since 1927, especially Chapter 9.

Just before this book went to press Carl Shrode announced his retirement, effective in June, 1954, thus closing a tenure of office spanning more than one-fourth the years of existence of our school.

CHAPTER 14

OUR FACULTY

For at least the first two years the principal taught the high school alone. He must have had a merry time keeping up with the list of subjects to be taught, especially when several classes had entered and each class needed a recitation in every subject. The writer believes that it was the multiplicity of lessons to be conducted, rather than the actual number of students enrolled, which led to the employment of an assistant, since the grammar, intermediate, and primary schools had tremendous enrollments handled by two teachers.

We saw in the chapter, "Our Student Body," that the *Journal* of June 12, 1856, mentioned that an assistant might be needed the next year. No printed records tell us just when the first assistant was appointed nor who it was; but we have the statement of Edith Reilly in her memoirs that Miss Mary Clarke was the first person so appointed, very soon after we moved into the big public school building in 1855. Let us put her name down as the first appointee, and the year as probably 1856-57 or 1857-58. We do not know how long she remained in that position; but beginning with the year 1859 we have what we believe to be an accurate list of the faculty from that time to the present day.

As a matter of recording for future students historical facts which would be very difficult to collect again, especially after the passage of more years, let us enumerate the assistants by years until they became too numerous to list by name. The names of the principals precede the names of the assistants to save looking elsewhere for them. (All titles of assistants are to be considered "Miss" unless otherwise stated.)

1856(?) (Snow) Mary Clarke (sister of Mrs. H. Q. Wheeler)

1858-60 (Butterfield) Carrie Colburn

1860-65 (Butterfield, Green, Parsons) Rebecca R. Hough, with Anna M. Cross as second assistant for a time in 1863-64.

1865-66 (Butterfield, McFadden, Hutcheson) Mrs. E. J. Rice, C. Annette Buckel.

1866-69 (Willett) Dora J. Mayhew, with Asenath Cox as second assistant in 1868-69.

1869-72 (Willett, Zeller) Rhoda Driggs, with Asenath Cox in 1869-70, Maggie McCollough 1870-72, Cynthia K. Goulding 1870-71.

1872-73 (Zeller) Maggie McCollough, Julia R. Hughes as second assistant

1873-76 (Zeller) Adelia Roberts, with Julia R. Hughes (1873-74), Mary V. Ballenger (1874-75), Isadore J. Eells, Emily S. Driggs, Mary White (1875-76).

1876-79 (Zeller) C. P. Parsons, Isadore J. Eells, Elvira H. Eells, A. B. Corsett.

1879-81 (Zeller) William McK. Blake, Emily S. Driggs, Isadore J. Eells, Elvira H. Eells, with Pitt L. McCreary and R. L. Cowan, 1879-80; Mary White, 1880-81; D. S. Delly, 1889; James Lynn and Robert Spear, 1881.

In the Preparatory Department the assistants were:
1868-70 (Willett) Cynthia K. Goulding, Anna M. Cross.
1870-73 (Zeller) Emma S. Driggs, Adelia Roberts with ——— Hatchett (1870), ——— Morse (1871-72).
1873-75 (Zeller) Emma S. Driggs.
1875-77 (Zeller) Elvira H. Eells, P. C. Miller, with R. L. Cowan (1876-77).
Note: Isadore J. Eells and P. C. Miller were both women.

The names now become too numerous to list individually, so we must be content to tabulate the number of teachers. Before doing so, we should mention that during all this time the examination programs and Board minutes contain names of "Supervisors and Special Instructors" who came in for certain periods to teach their subjects. We have these names:

Music		German	
1867-1908	M. Z. Tinker	1876-78	Charles Debus
Drawing		1868-71	Oscar Schultz
1871-73	F. G. Steele	1867-68	Charles Debus
Penmanship		1873-76	F. W. E. Peschau
1876-79	I. C. Mulkins	1876-85	Karl F. Thieme

In using the following tabulation of the number of teachers each year, let us accept "1880" as meaning "the school year of 1880-81." The principal, the supervisors, and the part-time teachers are not counted in the number reported.

1880	7	1920	55
1885	9	1925	65
1890	10	1930	67
1895	11	1935	65
1900	20	1940	67
1905	31	1945	59
1910	40	1950	73
1915	54	1953	73

We now give very brief character sketches of a few of our teachers, selecting as far as possible those whom former students most frequently talk about when they are recalling their school days. Of our very early teachers we know little, except concerning a few whose situations were quite unusual.

REBECCA R. HOUGH

Rebecca R. Hough, assistant from 1860 to 1865 under several principals, was an eastern woman of high educational attainments. She was a half-sister of Miss Christine Hooker, principal of one of the boys' intermediate schools. In 1865 both resigned to open a "select school" which enjoyed a high grade patronage until 1885. We find from the Board's salary book that Miss Hough taught at Baker from January to June, 1886. She died in November, 1886. Since both women were of eastern origin, it seems unlikely that they were related to three Evansville teachers of the late nineteenth and early twentieth centuries, R. P. Hooker, Levi Hooker, and Jennie Hooker.

OSCAR F. SCHULTZ

Oscar F. Schultz, who taught German for three years during Mr. Willett's term, graduated from the Evansville High School in 1866. He was therefore the first alumnus of our school to become a teacher at our school. The *Annual Report* of the public schools for 1887-88 lists him as "Oscar F. Schultz. M.D., Mt. Vernon, Ind."

DR. C. ANNETTE BUCKEL

It will surprise many of our readers to learn that Evansville had a woman physician as long ago as 1865. She had her home and office at Centre and Leet Streets (now South Third Avenue and Northwest Second Street), a block from the school. She was a scientist of high ability, teaching chemistry, geology, and perhaps other natural sciences. The newspaper articles regarding the public examinations refer to her as "Miss Dr. Buckel" and praise her teaching very highly. According to several editions of the *Evansville City Directory* in the 1860's she was in the city less than two years; apparently Evansville was not yet ready for so radical a departure from the conventional.

KARL F. THIEME

Mr. Thieme, a teacher of German, was a native of Germany and highly educated. He was quite eccentric, his special aversion being the presence of bits of paper in the desks. Going around during each intermission with a dustpan and whiskbroom, he swept them out. The pupils soon learned what he expected to find in the desks, and naturally they did not disappoint him. The writer's mother remembers that he wore a tall black silk hat which he brushed round and round in one direction only to make the nap lie aright. His work with the classes of German-speaking students was quite interesting, but with those who were just beginning the subject in high school he had a very tedious time. His surname was pronounced in the German manner, "Teemy."

In a school with a long and continuous existence naturally certain teachers were on the faculty long enough to have as pupils the second and third generations. Hearing parents and even grandparents talk about those teachers caused students to regard them as perpetual members of the faculty. We had a number of teachers at Central with very long service records.

EDITH REILLY

Edith Reilly was one of the very early students of the high school and one of those who left the school in her senior year (1860) without graduating to become a teacher. For one year she was assistant in the girls' intermediate school, and for two years in the girls' grammar school. The third year she was promoted to principal of a primary school. Because of ill health she had to give up teaching until 1880. When she resumed she taught one year at Carpenter in the fourth grade, then was transferred to the high school where she taught until 1913. Thousands of former students remember her as an English teacher, a fragile little old lady with a quiet manner and a slight limp due to an accident which she had suffered in 1903. Her memoirs have been of great value to us in this work.

EMILY D. SLAYTON

Among our early assistants we named Emma Driggs who came here from Madison, Indiana, in 1870 to teach the preparatory class of the high school. Her sister Rhoda had been here as assistant one year previously. Emma Driggs is so named in the salary books and Board minutes for several years; then her name begins to appear as Emily, by which name she was known through the rest of her career in Evansville.

The name of Emily S. Driggs appears in the salary book continuously until 1892, when it disappears. In 1896 she was back as Emily D. Slayton, remaining until 1913. Several generations remember her as a geometry teacher who had a talent for making abstruse geometric concepts clear to beginners. Mrs. Slayton was, if possible, a little more fragile than Miss Reilly; consequently it seemed especially odd that she had charge of enormous North Hall in which her low voice could be heard only with difficulty.

AUGUSTA B. CORSETT

In 1866 a young woman named Augusta Britton came to Evansville from Michigan to become principal of the girls' grammar school, replacing Miss Abbie Fisher when that esteemed teacher resigned to marry Samuel K. Leavitt, ex-principal of the high school. Miss Britton had grown up and gone through high school in Battle Creek and graduated from Albion College. Her work in the grammar school here must have been very satisfactory, since the accounts of the public examinations praise her classes very highly. She was with our schools only three years, for the *Journal* of June 18, 1869, carried the announcement of her marriage to Oscar B. Corsett of Kalamazoo. She and her husband went to North Dakota, where he engaged in the banking business until his health failed. They went to Colorado, then returned to Evansville, where he died.

In 1877 Mrs. Corsett was back at our school as an assistant for two years. The salary book for 1886-87 shows that she supplied for some high school teacher who was out for illness. The Board report for 1887-88 shows her as teaching the fifth grade at Campbell (now John M. Culver) School. In 1891 she returned to the high school and remained until 1920 when she retired. Although not continuous, her career, which covers a span of fifty-four years, is probably a record for Evansville.

Contrary to Miss Reilly and Mrs. Slayton, Mrs. Corsett was a large, impressive woman with a commanding manner. Her bearing was a great help in her work, which was the management of every detail of South Hall with nearly 350 pupils. How she ever managed to assign us our seats, keep our attendance records, collect our written excuses when we were absent, have us enroll for our subjects for the next term, make out our programs, receive our marks from our subject teachers, transcribe them to our home report cards, distribute and get back all our home report cards, to say nothing of keeping us in order and performing the routine of the formal dismissal twice every day, defies explanation. Besides these duties, she taught several classes of algebra and Latin.

Mrs. Corsett was very adept at getting freshmen started off right in their high school career and at giving them sensible advice. She was kind, sympathetic, interested in every pupil's welfare, and had a wonderful sense of humor. She remembered little details of a long-past conversation or episode and could tease the former students about it years later.

This unusual woman had the interesting experience of having several of her grandchildren living with her in Rose Terrace and attending Central while she was in charge of South Hall. Her son and his wife had both died young, and she had undertaken the responsibility of rearing the family besides doing her school work. One grandson, Oscar, died while a pupil at Central in 1913. A granddaughter, Candace, now Mrs. Herschel Millspaugh, living near Mount Vernon, is the wife of a former manual training teacher at several Evansville grade schools.

About the turn of the century a group of high school teachers indulged in the excitement of a nutting party in Henderson County, Kentucky. Standing: Robert Spear, Leonard Young. On the wagon, left to right: Helen Bennett (student), Daisy Flower, Mabel Ross (student), Irene Bennett (student), Ella Bourne, Mary E. White, Emily D. Slayton, Eva Ensle, and the driver. Between Miss White and Mrs. Slayton is a boy who had attached himself to the party.

When the junior high school was formed in 1912, Mrs. Corsett received the well-deserved position of assistant principal in charge of that division. Her duties were then heavy enough that she was relieved of teaching classes. After her retirement in 1920 she frequently came back and ate her lunch in our cafeteria in order to talk with her old friends, both teachers and pupils. The writer remembers talking with her there as recently as 1930. It is probably safe to say that no other teacher of our school has had quite such a large share in shaping the high school life of so many students.

MILTON ZACHARIAH TINKER

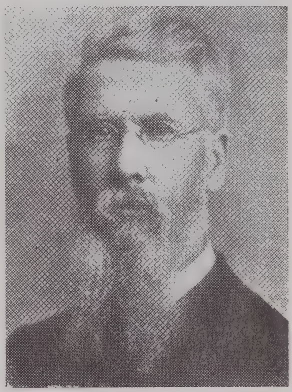
In 1867 a man came to us from Terre Haute destined to appear before more pupils than any other teacher who ever taught in Evansville. M. Z. Tinker came in that year as supervisor of music in the elementary schools and instructor in music in the high school. "Music" in the schools in those days, of course, meant vocal music.

Teaching here continuously until 1914, Mr. Tinker instructed two generations and part of the third. He had a wonderful memory for names and family history. He knew every boy in the Evansville schools at all times and could tell who his mother and father were. He specialized in boys; his memory for the girls was not quite so good, although it, too, was remarkable.

Under the instruction of Mr. Tinker, music was taught as a science or a language. Rote singing was forbidden. All songs had to be sung by "syllable names" before the words were attempted, and every pupil had to be able to hit the right pitch of every note on the staff at sight. He was a great believer in mnemonics, such as "Go Dick and eat bread," "Every good boy deals fairly," and several others.

The response of the pupils to Mr. Tinker fell into two distinct categories. There were those who liked him tremendously, and those who were sorely afraid of him. One of his favorite means of impressing his classes was to feign terrific wrath and tousle a boy's hair until it stood on end. This he usually did when the boy could not name the key letter of the song they were studying or was not watching Mr. Tinker beat time, "Down, left, right, up." It was incomprehensible to him that anybody would attempt to sing without knowing the key letter and watching him beat time.

"Sing!"



M. Z. Tinker

The personal appearance of M. Z. Tinker was very impressive. Quite tall, he wore his snow-white hair rather long and had a long white beard. He looked exactly like a Hebrew patriarch from Dore's *Bible Gallery*. He dressed in clergyman's black. He might easily have posed for a picture of Moses done in contemporary style, but he would have made a very benign, jolly Moses. And how he could sing! By some manipulation of his voice he could sing the highest soprano, and it was not a falsetto. It was a talent which he had cultivated. The musical programs of the high school in the 1880's frequently announced duets by Mr. Tinker and Principal Zeller.

Mr. Tinker was choirmaster at the old Walnut Street Presbyterian Church, where he performed with a zeal equal to that which he put into his school work. On one occasion some forty years ago a civic organization was staging a series of tableaux, one of which was "The Old Singing Master." Mr. Tinker consented to act the part, which he was able to do simply by putting on his black suit, combing his snowy locks, and taking his baton in hand. He needed no artificial make-up nor stage directions. His act was the hit of the evening.

Lest it be forgotten, the great organ in the Coliseum, which Mayor Benjamin Bosse caused to be brought here from the Methodist Centenary in Columbus, Ohio, was partly paid for with money collected as a memorial to M. Z. Tinker and is officially designated the M. Z. Tinker Memorial Organ. The writer was present when Mr. Tinker's successor and devoted admirer, Ada Bicking, unveiled the bronze memorial tablet on the front interior wall of the Coliseum.

BEATRICE JONES

Beatrice Jones came to Central in 1907 as a history teacher. She developed a loyal following among the pupils who knew her best. She worked out an interesting system of teaching history by the project method. The pupils who participated sincerely in the plan derived great benefit from it. She became head of the department in 1917.

The teachers of Evansville a generation ago respected Miss Jones most highly for her courageous and discreet work as president of the Teachers' Federation. Besides the presidency, she had held many key positions on committees at critical times, all of which she administered with great tact and good judgment. Her unexpected death after a short illness early in January, 1927, was as great a shock to the organized teachers of Evansville as to Central High School. The *Sagas* for 1927 contains this tribute to her work with her students:

> **To the memory of Miss Beatrice Jones, our friend and guide who, with loving sympathy, faithful labor, and rare wisdom, gave of her best to Central and its students, we, the class of 1927, reverently dedicate this edition of the Sagas.**

SARAH VICKERY

Sarah Vickery was herself a graduate of Central and had taken her B. S. degree in mathematics from De Pauw University. In 1898 she returned to Central as a mathematics teacher and taught algebra to two generations of pupils. She had remarkable skill in making the operations of algebra clear to beginners. Retiring in 1941, she consented to give up her needed leisure and resume her work because of the shortage of teachers during World War II. The efforts were too much for her health and after her second retirement in 1945, she remained an invalid until her death in 1953.

FRANK G. PICKELL

Frank G. Pickell came to Evansville to teach mathematics in 1909, replacing Lawrence Oncley who had gone to Iowa to teach in a college. Mr. Pickell was an interesting teacher who encouraged individual effort on the part of the students and took a deep personal interest in them. He soon assumed part of Mrs. Slayton's heavy duties in the administration of North Hall and in 1911 was designated as assistant principal, the first teacher to hold such an appointment at our school. In 1912, with the great expansion of the school, his title was assistant principal in charge of the senior high school. After one year in that position he went to Richmond, Indiana, as principal of the high school, and after a short term there he went to New Jersey as professor in one of the several teachers' colleges of that state.

The writer regrets that from here on he cannot quote exact dates nor the titles of the several positions held by Mr. Pickell; but noting the name of the latter from time to time in *The Journal of the N.E.A.,* he made inquiries of an old college friend who was teaching in New Jersey. This friend reported that Mr. Pickell held an office in the state department of education of New Jersey, that he was in constant demand for addresses before teachers' conventions, and quoting this friend as accurately as memory will permit, "Mr. Pickell has been directly responsible for every piece of forward-looking legislation in educational matters enacted in New Jersey in the last twenty-five years." It appears that Indiana lost an outstanding school man when Frank G. Pickell went to New Jersey; his death a few years ago was a great loss to the teachers of his adopted state. The friend who supplied this information furnished one more detail of interest to Mr. Pickell's old friends in Evansville: His flaming red hair had turned snowy white.

GEORGE E. RUDDELL

George E. Ruddell had been a professional printer until he came to Central to teach his craft in 1919. The teachers soon became aware that the school had acquired not only a fine printer, but a fine teacher. He had a way of getting the

M. Louise Thrall

Augusta B. Corsett

boys in his class to turn out the highest grade of work which their equipment would permit. He is best remembered for his unusual spirit of accommodation toward all who came to him with a printing job to be done. Whether it might be tickets, posters, handbills, a program for a play, or a booklet, he and his classes always did the job promptly and in good style. The writer worked with Mr. Ruddell on a number of jobs of printing handbooks for the Teachers Federation and the Teachers Mutual Benefit Association and can testify that he was an unusually satisfactory man with whom to co-operate. His sudden death one night in 1935 after an unusually busy day at school was a deep blow to his many friends among the teachers and students.

M. LOUISE THRALL

M. Louise Thrall was the daughter of Julia Hornbrook of our first class of 1854 and the granddaughter of Philip Hornbrook, the man who helped Horatio Q. Wheeler the most to develop his plans for a system of free public schools in Evansville. She was herself valedictorian of the class of June, 1885, the same class in which the writer's mother graduated. Other members of that class were Cornelia Koch, long-time penmanship supervisor in our public schools, Kaloolah Howe, first director of the Evansville Public Museum, and the Reverend William Daum, now living at the Thornton Home in Newburgh. M. Louise Thrall's valedictory address was entitled "This World of Ours."

As a student, Miss Thrall was a person to whom learning was a passion. She would never have been happy to leave any field of knowledge unprobed which once attracted her attention. As a teacher, she was noted for the inspiration she gave her classes to do their best, and for her kindness and fairness to her pupils. Herself a brilliant person, she had unbounded patience with those to whom learning was a chore.

Miss Thrall and her sister Bessie were the first graduates of Indiana University to go for advanced study to Radcliffe. Miss Thrall came back to her old school as teacher of English in 1899, was made head of the department in 1907, and taught until 1925 when she retired. The writer never had the good fortune to be in Miss Thrall's class, but he was immensely impressed by her perfect Spencerian script on paper and on the blackboard.

Her stern sense of duty and her respect for honest work cause the writer to say that any student of philosophy who is puzzled to know just what Emmanuel Kant meant by "the categorical imperative" could have the puzzle solved by knowing the character and the personality of M. Louise Thrall.

THE HORNBROOK DESCENDANTS

No other family has furnished quite so many teachers to Central as the descendants of Philip Hornbrook, friend and co-worker of Horatio Q. Wheeler. Bessie Thrall, who furnished us much of the information about her sister M. Louise, also supplied most of the information about their other relatives, and it was through her willingness to help us that we have the pictures of her mother, her aunt, and her grandfather.

One of Philip Hornbrook's sisters, Sarah, married James White; the family went to California in a covered wagon at the time of the 1849 gold rush. When Mrs. White died in 1863, her daughter Mary, then sixteen years old, was sent back to the East by a sailing vessel bound round the Horn. She returned to Evansville and grew up in the family of Philip Hornbrook. She became an assistant in the high school in 1875 when J. A. Zeller was principal but apparently remained only one year. She returned in 1880 and taught English until her retirement in 1913.

From 1870 to 1876 we had an assistant named Adelia Roberts. She would never have been anything more than a name to us, had not Bessie H. Thrall given us the information. She became the second wife of Richards Hornbrook, brother of Julia, Louise, and Carrie of our first class. At one time she kept a "select school" in Evansville. She taught again at our school from 1893 to 1902. She was well-known as a speaker at teachers' institutes and was the author of a series of mathematics texts which were used in the schools of California. Her *Concrete Geometry* was adopted for use in our own school on recommendation of Superintendent W. A. Hester in 1896.

Bessie Thrall herself, with whom we have had much interesting correspondence regarding the Hornbrook family, was salutatorian of the class of 1888. She sustituted at our school for Edith Reilly when the latter was injured in 1903. Miss Thrall's main teaching career was in the Fenger High School in Chicago where she taught art. She is now living in retirement in La Jolla, California.

CHAPTER 15

OUR STUDENT BODY

We saw that our school opened on September 4, 1954, with seventeen students—eight boys and nine girls. The newspaper report of the public examination in June, 1855, states that the enrollment was "about thirty." This bears out the statement in the memoirs of at least two early students that a new group entered in January of their first year. The *Journal* of June 12, 1856, stated, "Fifty-one have been enrolled this year and it is expected that an assistant will be needed next year." From this time on the general trend was for the enrollment to increase, although such was not invariably the case. We need to study our student body under two lines of investigation: the *size* of our enrollment, and the *composition* of our pupil personnel.

The records of the Board of School Trustees contain carefully preserved books giving the enrollment of our school and of all the public schools for each year from 1859 to date. The first three years the tabulations are by quarters—the eleven-week terms into which the school year was divided. Beginning with September, 1862, the tabulations are by months. Some years ago Daniel W. Snepp, director of attendance and guidance, compiled a list of enrollments in September of each year, beginning with 1859, with the high school separated from the elementary schools. For this Centennial work Mrs. Lois B. Wiles, secretary in Mr. Snepp's office, did us the service of isolating Central's enrollment. Beginning with records of 1870 she had to make allowance for the colored high school, and beginning with those of 1918, 1923, and 1939, the figures for Reitz, Bosse, and Mechanic Arts, respectively, had to be deducted. It was a large task, painstakingly done as a contribution to the story of her own high school.

For the first few years, while the school was getting started and overcoming the inertia existing in many families toward such a new idea as free public secondary education, our September enrollment year by year will be interesting:

1859	50	1865	98	1871	141
1860	63	1866	95	1872	110
1861	74	1867	63	1873	86
1862	88	1868	91	1874	107
1863	113	1869	100		
1864	72	1870	109		

We are at a loss to account for the great and sudden increase (28%) in 1863, the middle year of the Civil War, and for the equally sudden slump of 36% the following September. Neither change seems to reflect any political or economic situation, nationally or locally. The slump of 34% in 1867 is equally difficult to account for. It is noteworthy that the latter slump did not deter the Board of School Trustees from going ahead with their plans for the new building. The decrease of 31% in 1873 may reflect the hard times prevailing during the period of readjustment after the Civil War; boys (hardly girls) finishing the grammar school may have thought it best to go to work for the pittance they could at that time earn as apprentices.

With nearly eighty years yet to be reported, we canot give the space necessary to list each year; we shall therefore take them by five-year periods:

1875	121	1920	1472
1880	294	1925	1447
1885	273	1930	1647
1890	253	1935	1735
1895	372	1940	1967
1900	575	1945	1636
1905	616	1950	1536
1910	695	1953	1861
1915	1030	1954	2000 expected

Of the above figures, those for 1885 and 1890 had to be computed from a different source than the rest of the list and may be totals for the year rather than September enrollments.

General trends can be seen from these figures, but in a few cases striking fluctuations would have been observed if we had tabluated every year. In 1881 we had a peak of 351, followed by a downward trend; in 1888 we reached a low point of 201 followed by a steady increase.

The fluctuations between 1915 and 1920 are worth noting. In 1917 we were up to 1385, but the establishment of Reitz in 1918 reduced us to 1280. Those of 1920-25 are more striking: in 1922 we were up to 1871; in 1923 we dropped suddenly to 1526 as a result of the formation of the Bosse division within our building. We actually had over two thousand in the building that year but claim only 1526 as our pupils.

After reaching an all-time high of 1967 in 1940, we lost at the rate of a hundred a year for two years. We did the same thing between 1948 and 1950. By the latter year Bosse and Reitz were so overcrowded that rural pupils were again sent to us, besides those from several recently annexed schools. Rural pupils had been diverted from us about 1930 because the other two schools could accommodate them better.

Perhaps the reader has wondered why nothing has been said about the junior high school pupils in our school between 1912 and 1923. We have statistics on them, but Mrs. Wiles in compiling our list has deducted them and given us figures for grades nine through twelve only so that our members may be comparable throughout. We had about four hundred eight grade pupils from 1912 to 1916, in which year the Board began sending about a hundred a year back to the elementary schools until all had gone back.

Not only the number of students enrolled but also the number of graduates should be made a matter of record. The files of the Board of School Trustees have nothing for us until 1863, and even then they are not entirely reliable, since the printed report for 1887-88 disagrees with that for 1882-83. The best we can do is to tabulate that which we find there:

1863	4 or 1	1869	15	1875	9
1864	3	1870	10 or 11	1876	12 or 9
1865	4	1871	9	1877	16
1866	4 or 3	1872	15 or 16	1878	17 or 21
1867	8	1873	7 or 8	1879	46 or 45
1868	4	1874	8 or 9	1880	37 or 36

In each case, the figures from the 1882-83 report are given first, followed by those from the 1887-88 report.

Following the device used earlier in this chapter, we now give the numbers graduating each year by five-year periods. For those years in which separate January and June commencements were held, we have combined the figures.

Girls of Long Ago—and One Lone Boy

Graduating Class of 1888

Front Row: Alice Morison, Minnie Dresser, Eva Alexander, Eliza McGill, Kittie Cosby, Estelle Meyers, Minneola Murray, Marie Schneider.

Middle Row: Bessie Morris, Stella Boner, Alice Wiltshire, Charles Gubler, Lillian Butler, Cora Wells, Carrie Caldwell, Mamie Fink, Effie Meyer.

Top Row: Grace Genung, Grace Kraft, Susan Paine, Amy Darling, Ruth Saberton, Bessie Thrall, Edith Trimble, August Mueller.

1885	36	1915	130	1945	308
1890	19	1920	142	1950	402
1895	46	1925	198	1953	284
1900	73	1930	316	1954	345
1905	50	1935	311		
1910	68	1940	352		

Lest fluctuations be lost in general trends, a few special cases should be mentioned. The 1905 figures may be incomplete; they are believed to include the June class only. Between 1915 and 1920, we had a peak of 189 in 1918, followed by a decline because of the establishment of Reitz High School. In 1924 we graduated 285, followed by a sudden decline when Bosse began having its own commencements. Between 1940 and 1945 we had a peak of 390 in 1942. Our graduating classes reached an all-time high of 425 in 1949.

We mentioned in the beginning of the chapter that the character of the personnel of our student body would be considered. In the early years of the school the boys were of two groups: those destined for college and those who planned to enter business. A broad cultural education was then considered desirable for a young man in business. The girls were of three groups: a very few planned to enter college; a few others had no plans for a career but wished to possess the mental accomplishments which would make them socially acceptable. By far the

Graduating Class of January, 1901

Bottom Row: Louis J. Koch, Mary S. Caldwell, Harry G. Warren, Maude Moore Millican, Mortimer E. Ruston, Frances Hubbs, Christ E. Murphy, Mary Heilman.

Middle Row: Oscar K. Herman, Raymond G. Haas, Gertrude Wood, Albert H. Isaacs, Jessica Anna Farrell, Frank Trimble, Lydia Conway Thacker, Belle Lathrop.

Top Row: Ralph W. Burton, Esther E. Stuffins, L. Arthur Weaver, William Biederman, Bessie J. Brennecke, Emma J. Knauss, Walter Tanner, Bessie I. Felker, George Kramer, Walter Leach, Mary Brooklocker.

majority of the girls planned to take the examination for teacher in the elementary schools of the city.

The writer while studying the names of our early students year by year from the reports prepared at the time of the public examinations was struck by a curious fact about the last group. It is noteworthy how many girls took the examination during their junior and senior years, passed it, and were given teaching positions very soon. They therefore never finished the high school course.

The character of the personnel of our students as described here continued the same until roughly 1920 when the compulsory education laws caused hundreds to enter who would not have chosen to do so. Many of them stayed only as long as the law required, but others, having become interested in the life of the high school, remained to graduate. It was the latter group, especially the boys, who were attracted by the industrial subjects and saw the advantage of preparing themselves for a skilled trade.

It is probable that today about eighty percent have no thought of continuing their studies beyond the twelfth grade. The interests of over half our pupils now are directed toward a business career; most of the remainder are primarily intrested in industrial and homemaking subjects; while the whole is leavened by a comparativly small group who plan on college or some special music, art, or commercial school. Because of their small number it is at times difficult to arrange classes adapted to the needs of the group planning to continue their education.

The welfare of our students has ever been a matter of sincere concern to our Boards of School Trustees and our superintendents, who have usually been devoted men and women holding their positions because of a true desire to render a service to the youth of the city.

There was a time when the Board of School Trustees made very minute matters an object of attention. Details which would be handled in the office of the principal or the dean today were solemnly debated by the Board. The writer found some interesting examples in the Board minutes.

June 13, 1870: Master Clark was cited to attend the meeting of the Board if he desired to continue as a member of Miss Roberts' Preparatory School, from which he had been suspended by the superintendent on account of bad behavior. The Board determined that he could re-enter school only upon the terms prescribed by the Superintendent; namely, "that he should apologize to the teacher in the presence of the school."

We have mentioned in Chapter 24 that in 1897 two members of the football team requested permission to hold indoor football practice in the unfinished space beneath South Hall. "The Board took the matter under advisement and decided that they could not grant the request."

On May 4, 1903, the Board decided that the high school societies could no longer use the building for their meetings. The writer has learned from former students that just before and after the turn of the century there were a number of secret societies in the high school existing under Greek letter names, which are now illegal. It was evidently these societies which were denied the use of the building.

On November 18, 1907, the "Privilege Petition of the Seniors" (whatever that may have been) was not granted, except that permission was given to hold committee meetings without consulting the principal or the teachers. Was this petition perhaps an early undirected groping toward student government?

On November 15 ,1909, a matter came before the Board which was then considered of much importance: A boy whom we shall designate only by his initials, E. W., had been expelled for carrying tobacco in the building. "On account of his previous good record he was reinstated on promising to stop smoking during the time he remained in high school."

Several meetings of the Board were needed to debate and decide a serious problem arising in March, 1911. Early that month several members of the class expecting to graduate in June gathered at the building one night with red paint and brushes and painted the date "June 1911" on the stonework of the big entrance arch, inside and outside, and on the concrete sidewalk approaching the arch. The guilty boys were discovered and expelled. The Board considered the matter on March 17. On March 20, on receiving assurance from the principal that the damage had been repaired and on receiving an apology from the boys, the Board reinstated them. The repaired places on the stonework of the arch are still visible in 1954 and the five squares of concrete which to this day look different from the rest testify to the method of making good that part of the damages, at the expense of the boys or their parents.

We shall see in Chapter 20, that a request to substitute other subjects for the required credits in manual training or home economics had to be presented, not to the principal, but to the Board for consideration.

The writer was surprised to find that from the beginning of our high school a pupil moving to another city and wishing to have his credits transferred had to make application to the Board. The minutes often show the granting of such an application. As late as 1905, an entry shows that Grammer McLeish, brother of our librarian, applied for a transfer to Indianapolis.

The Board would indeed have a busy time today if it had to handle such matters as were its routine business down to 1915 or 1920. It would probably have to be a full-time body sitting in continuous session to take care of everything coming before it, for which reason it now delegates much of its legal responsibility to duly appointed administrative officials.

CHAPTER 16
PUBLIC EXAMINATIONS

Pupils in the Evansville schools in the early years had to undergo an ordeal which probably few could survive today. Twice a year, at the change of terms in January or February and again at the close of school in June or July, a public examination was held. All pupils who expected to be promoted had to be present; any who were absent had to be examined privately in the office of the superintendent before they could advance into the next grade.

In the elementary schools the children came dressed in their best finery and on each desk was a small bouquet of fresh garden flowers. Sometimes each child had a tiny American flag beside his bouquet. The schoolroom was beautifully decorated with flags, portraits of the President and other personages, and sometimes with words or slogans worked out in flowers and leaves. The editor of the *Journal* on one occasion criticized J. W. Knight for spurning such ornamentation and thus having his schoolroom less attractive than the rest. Mr. Knight probably felt that his position as senior teacher in Evansville gave him the privilege of choosing whether or not to do what the rest did. The accounts of the high school examinations do not mention bouquets and flags on the students' desks, but the wall decorations are described.

The examination was attended by numerous parents and by any citizen who felt sufficient interest to come. Evidently the interest was great, because the newspaper accounts usually comment on the large attendance, often running over a hundred visitors at the examination of one "school," that word being used in the sense in which it was defined in the chapter, "Our Public Schools in 1854." One wonders where they managed to borrow enough chairs to seat such a throng of visitors during an all-morning or even an all-day session. One wonders further how they managed to shift such a number of chairs from the Upper School to the Lower School and from the latter to the Park School as the location of the examination changed.

The *Journal* always carried the examination schedule several days before the series of events began. It appeared in the columns of classified advertisements under the head "New Advertisements" with the sub-head "School Notice" or "Public School Examinations." The public was always invited, but no children were admitted.

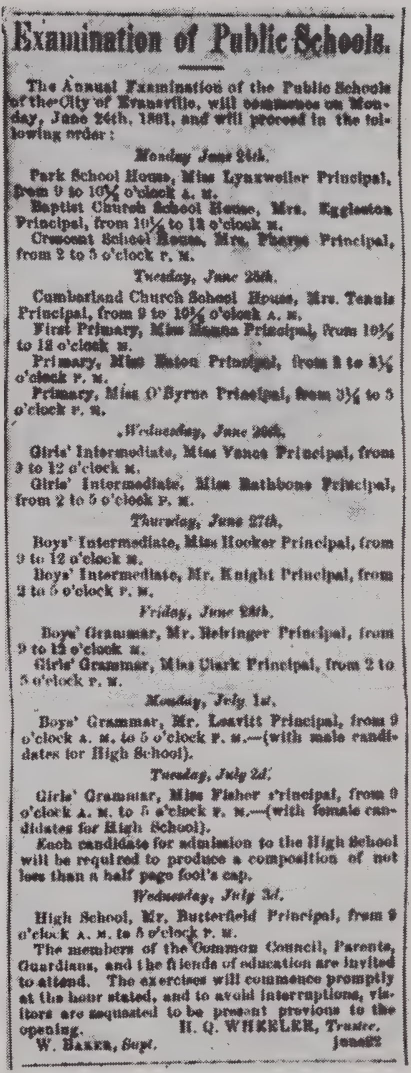
The public really came, and it was always a cross-section of the most substantial elements of the public. The physicians, lawyers, clergymen and merchants of the city came. The mayor was there with members of the City Council and the entire Board of School Trustees. The editors of the several newspapers attended. Of course, parents came in large numbers, the fathers abandoning their work and dressing up in their Sunday suits.

The *Journal* accounts usually contain statements such as the following: "After Miss Fisher (principal of the Girls' Grammar School) and Mr. Wheeler (the superintendent) had questioned the class awhile, the latter handed the book to writer (Editor A. H. Sanders) and invited him to continue the questioning." Lawyers, clergymen and members of the Board were almost always invited to help administer the torture. The questions were not prepared ahead of time and the pupils were not forewarned as to what would be asked. They had to be ready for anything which had been learned that year or in any previous year. The editor in his article always gave an evaluation of that which he observed. He was usually lavish in his praise; but his praise has a ring of sincerity to it, because in at least half the accounts he made one or more very tactful but pointed suggestions for something which could have been better. Editor Sanders gives the impression of having been a very discerning man, because his suggestions were of a very constructive sort and not at all of a carping nature. Occasionally an examination fell very flat; and when that happened, the editor was just as merciless in his criticism as he was fulsome in his praise on most occasions. Once he mentioned that a certain school showed a great improvement over the previous year: "It will be remembered that at that time the discipline was so bad that the principal has since had to be removed and a successor appointed." He was often kind enough to ascribe poor performance to the constant noise of wagons and drays passing the school, the heat of the June day, the youth of the assistant, or the unusual amount of illness during the term. Sometimes, however, he laid the blame exactly where it probably belonged, onto an indifferent or incapable teacher.

There was an entirely distinct examination given in the grammar school during the series of days on which they were scheduled. The victims on that day were the candidates for admission to the high school. They were examined both orally and in writing. Since the grammar school principals were careful whom they put forth for that distinction, most of the candidates passed; but occasionally a few were admitted only to the preparatory department (of which more in Chapter 18) or failed and were remanded to the grammar school for another year. As evidence of readiness for high school, the pupils had to demonstrate a thorough command of the principles of written and oral arithmetic, geography, grammar, and history of the United States.

In the elementary schools of all three levels (primary, intermediate, and grammar) the pupils were examined in the subjects they were studying. They had to read orally "with expression"; in geography they located capes, named capitals, and recited bodies of water; in language they declined, conjugated, parsed, and diagrammed; they demonstrated their problem-solving ability in arithmetic, both mentally and on the blackboard. "The examinations in the several different subjects were interspersed with music and calisthenics," as the *Journal* account put it. One year it commented on the music of the Second Boys' Intermediate School thus: "The singing was not as boisterous as in the school examined yesterday." J. W. Knight had a "singing method" of teaching geography for which he claimed great efficacy; it seems to have been of greatest utility in naming capitals, and it went something like this: "Maine, Augusta, on the Kennebec; New Hampshire, Concord , on the Merrimac; Vermont, Montpelier, on the Winooski . . . ' 'each repeated several times in a curious chanting manner, continuing until all states then existing had been exhausted. Mr. Knight thought himself the inventor of the system, but the writer has heard of its being used in other places also.

In the high school, with its much greater variety of subjects, a representative sampling had to be taken. Each grade was examined in several of the subjects it was studying, and the composite of all the grades gave a composite of all the subjects. We find in one program (1869) that the students of the first year were examined in arithmetic, physical geography, and United States history. The second year class had to demonstrate it prowess in algebra and natural philosophy. The juniors had to perform in Caesar, chemistry, and geometry, and the seniors in geometry, rhetoric, and outlines of history. All students studying German were put through their paces in that language. Another year the sampling would probably be entirely different. The superintendent made the choice of subjects in which each grade was to be examined; the program implies that the students did not know until the day of the ordeal exactly which subjects had been selected. The program quoted mention that Virgil, Anabasis, universal history and a few other subjects were being omitted that year.



Examination of Public Schools.

The Annual Examination of the Public Schools of the City of Evansville, will commence on Monday, June 24th, 1861, and will proceed in the following order:

Monday June 24th.

Park School House, Miss Lynxweiler Principal, from 9 to 10½ o'clock A. M.

Baptist Church School House, Mrs. Eggleston Principal, from 10½ to 12 o'clock M.

Crescent School House, Mrs. Pharpe Principal, from 2 to 5 o'clock P. M.

Tuesday, June 25th.

Cumberland Church School House, Mrs. Tennis Principal, from 9 to 10½ o'clock A. M.

First Primary, Miss Hanna Principal, from 10½ to 12 o'clock M.

Primary, Miss Eaton Principal, from 2 to 3½ o'clock P. M.

Primary, Miss O'Byrne Principal, from 3½ to 5 o'clock P. M.

Wednesday, June 26th.

Girls' Intermediate, Miss Vance Principal, from 9 to 12 o'clock M.

Girls' Intermediate, Miss Rathbone Principal, from 2 to 5 o'clock P. M.

Thursday, June 27th.

Boys' Intermediate, Miss Hooker Principal, from 9 to 12 o'clock M.

Boys' Intermediate, Mr. Knight Principal, from 2 to 5 o'clock P. M.

Friday, June 28th.

Boys' Grammar, Mr. Hebringer Principal, from 9 to 12 o'clock M.

Girls' Grammar, Miss Clark Principal, from 2 to 5 o'clock P. M.

Monday, July 1st.

Boys' Grammar, Mr. Leavitt Principal, from 9 o'clock A. M. to 5 o'clock P. M.—(with male candidates for High School).

Tuesday, July 2d.

Girls' Grammar, Miss Fisher Principal, from 9 o'clock A. M. to 5 o'clock P. M.—(with female candidates for High School).

Each candidate for admission to the High School will be required to produce a composition of not less than a half page fool's cap.

Wednesday, July 3d.

High School, Mr. Butterfield Principal, from 9 o'clock A. M. to 5 o'clock P. M.

The members of the Common Council, Parents, Guardians, and the friends of education are invited to attend. The exercises will commence promptly at the hour stated, and to avoid interruptions, visitors are requested to be present previous to the opening.

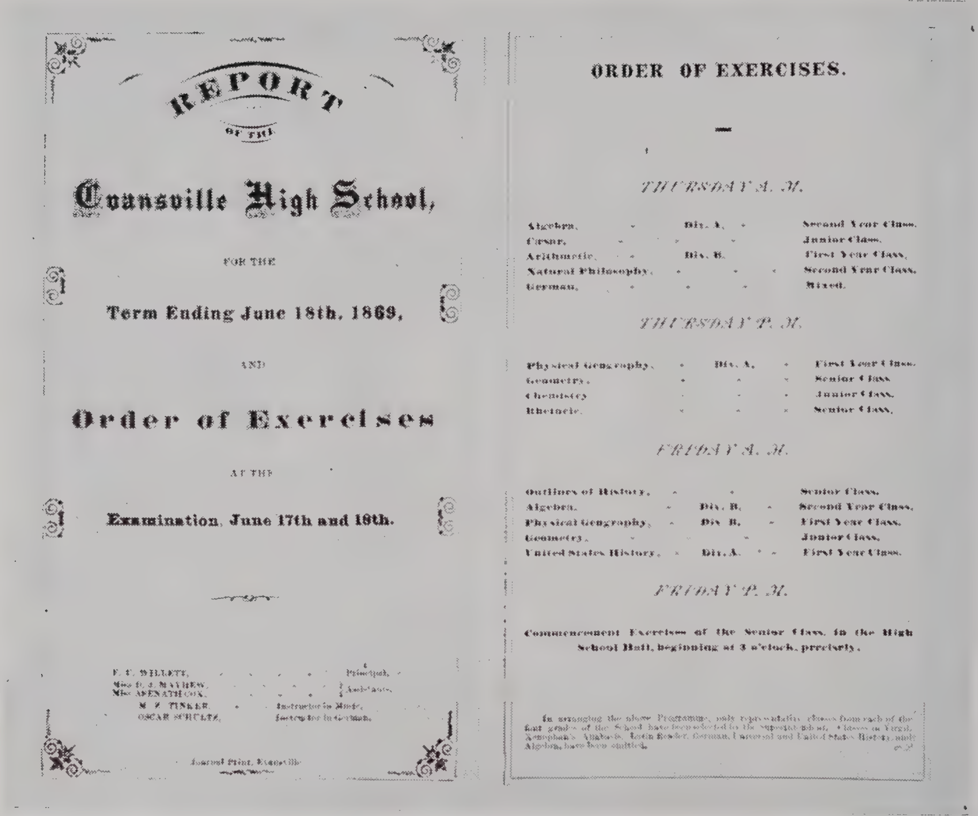
H. Q. WHEELER, *Trustee.*

W. BAKER, *Supt.*

june22

Complete Schedule of the Public Examination of 1861. (From Evansville Journal of June 22, 1861.)

Although attendance on the part of the pupils was compulsory, and the threat of failure was held over them, the public examination was really an exhibition staged to entertain the parents and townspeople and to impress them with the excellence of the school and the instruction. The passing or failing of the individual pupils really depended mostly on their written examinations, which were very rigid, given with extreme vigilance to see that no cheating was possible, and the papers of which were graded by some teacher other than the teacher of the school. Until the job became too great the papers were probably spot-checked by Superintendent Wheeler himself. In the case of the primary schools the promotion was probably based upon the pupil's ability to read satisfactorily out of a certain graded reader and to write sentences considered appropriate to his grade. The printed programs of these demonstrations in the high school contain a paragraph stating how many written examinations had been given, and they list every student enrolled and his standing on a percentage basis, ranked from the highest to the lowest. Several such programs are preserved in our files.



REPORT
OF THE
Evansville High School,
FOR THE
Term Ending June 18th, 1869,
AND
Order of Exercises
AT THE
Examination, June 17th and 18th.

ORDER OF EXERCISES.

THURSDAY A. M.

Algebra,	Div. A,	Second Year Class.
Cæsar,		Junior Class.
Arithmetic,	Div. B.	First Year Class,
Natural Philosophy,		Second Year Class.
German,		Mixed.

THURSDAY P. M.

Physical Geography,	Div. A,	First Year Class.
Geometry,		Senior Class.
Chemistry		Junior Class.
Rhetoric,		Senior Class,

FRIDAY A. M.

Outlines of History,		Senior Class.
Algebra,	Div. B,	Second Year Class,
Physical Geography,	Div. B,	First Year Class.
Geometry,		Junior Class,
United States History,	Div. A,	First Year Class.

FRIDAY P. M.

Commencement Exercises of the Senior Class, in the High School Hall, beginning at 3 o'clock, precisely.

Program of the Public Examination of 1869

We have no way of knowing whether this system of public examination was general in the United States, peculiar to Indiana, or the individual property of Evansville. We do know, however, from early newspaper files, that the idea was inherited from the days of the district schools before their unification under a city school system. It was also prevalent in the numerous "select schools" then existing, where it probably had a greater utility than in the public schools as a device for soliciting patronage. It was also used in the various parochial schools, the most outstanding and favorably known of which was the Hebrew School conducted by Congregation B'nai Israel.

The minutes of the Board of School Trustees for May 24, 1897, contain the record of a petition from 138 teachers to abolish the public examinations and to substituted a "parents' day" for the parents to visit the schools and see the regular school work being done. The decision was that since the time for the examinations was so close at hand and many schools had already made their preparations, the customary exercises should be held that year and if any changes were made, they would be made later.

The requested change was made a year later. On May 9, 1898, we find this entry: "It was decided to have 'parents' day' on May 26, which will practically take the place of the 'public examination day' at the close of the session." Thus did a custom come to an end which had been punctiliously carried out each year or half-year for more than half a century.

CHAPTER 17

THE EVOLUTION OF OUR COMMENCEMENTS

Although the Evansville High School opened in 1854, it was some ten years before formal graduation ceremonies were held and diplomas awarded. All the early students of the high school agree on this point. Mrs. S. G. Evans (nee Louise Hornbrook), who entered with the first class in 1854, says in a manuscript which she prepared in 1920, "In the fourth year trigonometry and astronomy were added to the curriculum, but no diplomas were given until some years after." Frank Gilbert in his *History of Evansville,* published in 1910, wrote of the old days when the high school class in the old Baptist Church at Second and Clark graduated with three pupils. "They were examined and after listening to a few remarks from their teacher, Mr. C. P. Parsons, they took their books and went home." He speculates facetiously on the surprise they would have experienced if they had been presented with a diploma. His reference to C. P. Parsons fixes the time of his attendance at the high school as between 1863 and 1865.

In what year was the first formal graduation ceremony held?

In what year was the first actual diploma handed out?

Who were the members of our first graduating class?

It is a matter of some embarrassment to us that accurate answers cannot be given to these questions. The first minutes of the Board of School Trustees which have been preserved begin in 1865, and no reference to diplomas is found until 1868. The earliest records of individual students begin in the 1880's. A list of graduates previous to that time appeared in the *Annual Report of the Evansville Public Schools for* 1887-88, and it has served as our official list of graduates ever since. It sets the date of our first graduation as 1863; on what basis that date was determined we cannot even guess.

The compiler presented the following list of our earliest graduates:

1863—Ferdinand C. Iglehart
1864—Lida Hunnel, John Q. A. Leadbetter, Luke Wood
1865—Hattie Bierbower, Lizzie Decker, Anna S. Farrell, Venetta Heberd
1866—Henry Dodge, Mary McLean, Oscar F. Schultz
1867—The lists now become too long to reprint here.

The *Annual Report* for 1882-83 is slightly at variance with these facts. It states that we had four graduates in 1863 and four in 1866, but agrees with the above for 1864 and 1865. It gives no names, so we cannot probe into the discrepancy. Could the 1887-88 list perhaps show only the names which could be found by the compiler? Did he perhaps know that he was omitting names of some graduates? This discrepancy is stated lest some reader produce the 1882-83 report and cite it as evidence that the 1887-88 list is incomplete, as it may well be.

Was He Our First Graduate?

Ferd C. Iglehart

On the basis of the 1887-88 list Ferdinand C. Iglehart has been publicized as our first graduate. He was accorded a full page with portrait and biography in *The Annual* for 1909. It is possible that he was the first student to go through a public ceremony of graduating or to have a diploma handed to him, or he may have been one of several; we shall never know this definitely until we find a printed or written record made *at the time the event happened.* However, we do know that a goodly number of students completed the required course previous to 1863 and that they were recognized in a public ceremony in 1898. We shall refer to this occasion again later. The fact that others completed the course earlier does not in any way detract from the glory of Ferdinand C. Iglehart, who became a promiment clergyman in the New York area and thus reflected great credit upon his old high school. His brother, John E. Iglehart, was the author of Volume III of Logan Esarey's *History of Indiana,* entitled *An Account of Vanderburgh County,* a very careful piece of research of great magnitude. A son of John E. Iglehart, Attorney Joseph H., was on our faculty from 1902 to 1904, and another nephew of Ferdinand, Eugene Jr., taught in our school from 1895 to 1899.

Having observed that the newspaper files for the 1850's and 1860's contained carefully written accounts of the public examinations, the writer made an attempt to find some account of our so-called first commencement in 1863. All copies of the *Evansville Journal* for June and July, 1863, were examined. The results were entirely negative; all that was found was a classified advertisement giving the schedule of public examinations of the several schools. Not even a story of the editor's customary attendance at the examinations was found. But the news columns of the first week of July, when the story should have appeared, gave a clue to the reason. The daily accounts of the progress of the siege of Vicksburg and its fall on July 3 (the day of the public examination of the high school) crowded nearly everything else out of the paper. But *not quite* everything else was crowded out: Morgan's Raid was in progress during those same days and was reported in considerable detail, especially since it presented a dire threat that Evansville itself might be sacked. Far away in Pennsylvania the Battle of Gettysburg was raging at the same time, ending with Lee's defeat on July 4. Probably because the decisive character of that battle was not realized until several years later, the *Journal* merely mentioned it in its column headed "By Telegraph." The fall of Vicksburg, on the other hand, appeared to all dwellers in the Mississippi Valley as of prime importance since that river and the Ohio were the life stream of the Middle West and the lifting of the blockade at Vicksburg meant the reopening of navigation to the commerce of the Union.

When our quest for references to a commencement program in 1863 and to the awarding of the sole diploma to Ferdinand C. Iglehart availed nothing, we examined with some success the newspapers for June and July of the succeeding years. While the *Journal* account of the public examination of 1864 does not use the words *graduation* or *commencement,* it definitely says that *diplomas* were awarded to Luke Wood and Lida Hunnel, but does not mention John Q. A. Ledbetter—thus further complicating the accepted number of graduates of the first few years. We must accept this statement as the first written or printed reference we have found to diplomas issued by our school.

The story of the public examination of 1865 says, "The graduating class was examined . . . . Diplomas were given to the following young ladies, all accomplished scholars: Annie Farrell, Venetta Heberd, Lizzie Decker, and Hattie Bierbower."

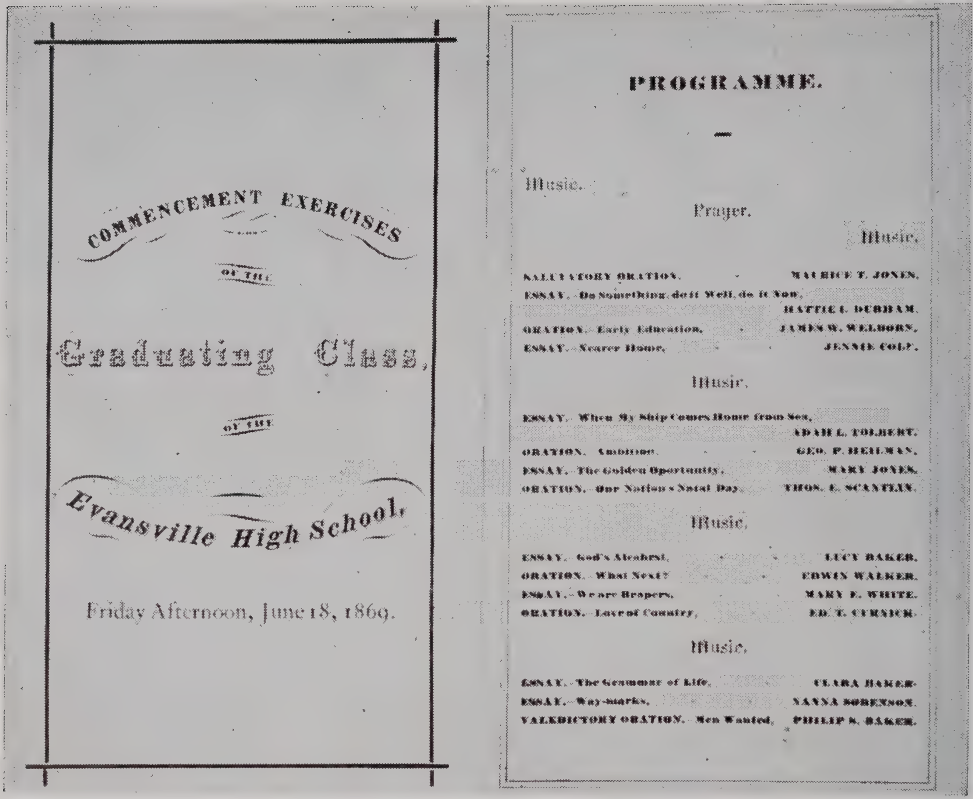
In 1866 we find under date of June 30 expressions such as these: "Valedictory," "Miss McLean graduates," "Prof. Hutcheson conferred the diplomas to the graduating class." In 1867 we find the headline "The Graduating Exercises." The article contains the following sentences: "The examinations culminated with exercises of the Graduating Class. . . . The Graduating exercises proper were concluded by an Oration. . . . The awarding of the Diplomas followed." In 1868 reference is made to "the members of the Graduating class," and we learn that "the graduating exercises will take place this afternoon."

From this time on we know that commencement exercises and diplomas were no longer considered a novelty. Fortunately Mrs. Helen Zehner Austill of Henderson has lent us the diploma issued in 1867 to her great-grandmother, then Jennie Saberton. We believe it worth while to reproduce this, the oldest diploma we have seen.

The minutes of the Board of School Trustees in the early years contain no indication of commencement exercises, but we find some references to diplomas. On June 5, 1868, we read, "It was ordered that the Mayor of City be invited to deliver on behalf of the Board the Diplomas to the Graduates of the High School." In April, 1869, Superintendent Alex M. Gow exhibited samples of diplomas and asked the Board to order a supply. They instructed him to get samples and prices from other printers before giving the order. At the meeting of May 15, 1869, Dr. H. W. Cloud (a member of the board) and the Superintendent were appointed to contract for a diploma plate for the high school. On June 12 "the new Diploma for the High School was presented by Dr. Cloud and approved." On June 16 "the Board members signed the diplomas."

We can reconstruct the scene at those meetings in the spring of 1869 when the members of the Board, Charles Lauenstein, publisher of the German newspaper *Der Demokrat,* William F. Parrett, and Dr. Cloud assembled in the office of Superintendent A. M. Gow in the new high school building, occupied only the year before. The new diploma was made necessary by their natural pride in the high school building, the finest and most modern in the Middle West. They wanted to display its picture on the diploma. We have several examples of this edition of the diploma, and it has a much finer look than the old one. It is a steel engraving and is printed on either real sheepskin or a very superior vellum. The Board minutes for August 9, 1869, report that the plate cost $140. It remained in use through 1897. Lillian Sauer, graduate of January, 1898, tells the following anecdote of the next change:

"The high school had been enlarged by the addition of the north and south wings in 1897, and the Board planned to have a new diploma designed to show the improved appearance of the building. The plate could not be engraved in time for our commencement, so we agreed by vote of the class to wait until June for our diplomas. At our exercises Mr. Spear presented us rolled-up sheets of paper, and when the real diplomas were ready for the June commencement, we went back and received ours. We were very proud of being the first class to receive the diplomas with the picture of the enlarged school."



COMMENCEMENT EXERCISES

OF THE

Graduating Class,

OF THE

Evansville High School,

Friday Afternoon, June 18, 1869.

PROGRAMME.

Music.

Prayer.

Music.

SALUTATORY ORATION. - MAURICE T. JONES.

ESSAY. Do Something, do it Well, do it Now, HATTIE L. DURHAM.

ORATION. Early Education, - JAMES W. WELBORN.

ESSAY. Nearer Home, - JENNIE COLE.

Music.

ESSAY. When My Ship Comes Home from Sea, ADAH L. TOLBERT.

ORATION. Ambition, - - GEO. P. HEILMAN.

ESSAY. The Golden Oportunity, MARY JONES.

ORATION. Our Nation's Natal Day, THOS. E. SCANTLIN.

Music.

ESSAY. God's Alcahest, - - LUCY BAKER.

ORATION. What Next? - EDWIN WALKER.

ESSAY. We are Reapers, - - MARY E. WHITE.

ORATION. Love of Country, ED. T. CURNICK.

Music.

ESSAY. The Grammar of Life, - CLARA BAKER.

ESSAY. Way-marks, - - NANNA SORENSON.

VALEDICTORY ORATION. Men Wanted, PHILIP S. BAKER.

Program of Commencement Exercises of 1869

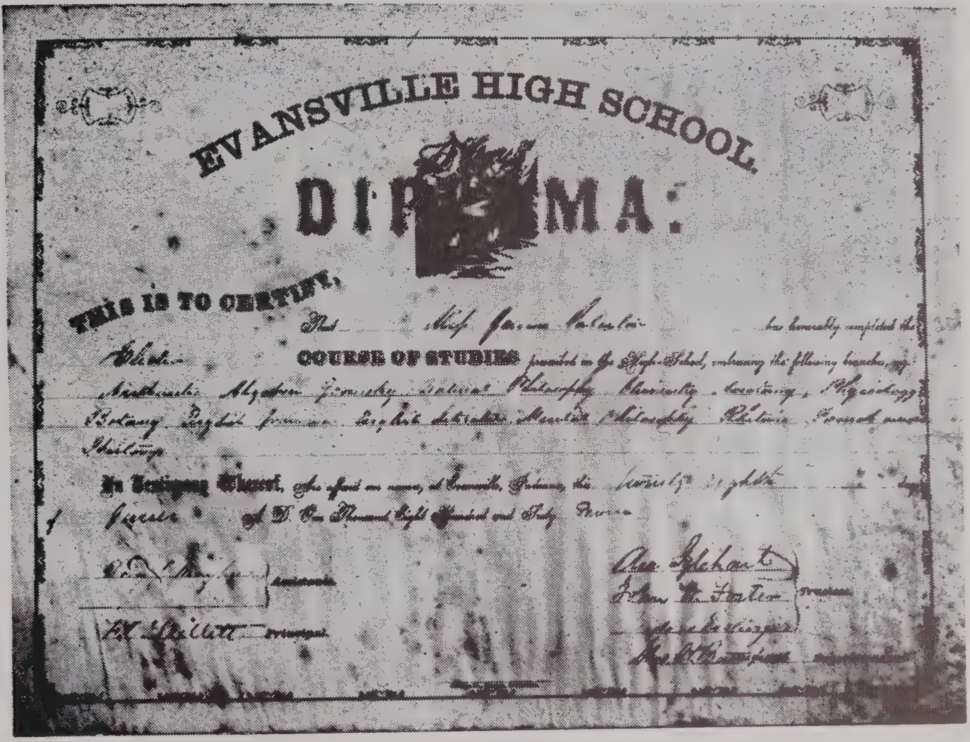
The writer unfortunately is unable to say how long the diploma initiated in 1898 was used. He has seen one of 1916 in that design, but graduates of classes shortly after that year say that theirs had no picture of the building. In 1946 a completely new format was adopted, the size being six by eight inches for convenience in taking along to college, to the Army, or to a place where application is made for a position. The new size appears to meet with the approval of students.

The wearing of caps and gowns was tried at Central in 1920 and 1921, but was dropped in 1922. It was resumed in 1929 and seems now to be a permanent custom.

The school has a good file of early commencement programs, supplemented by a number of issues lent to us for the Centennial and by a scrap book of them belonging to the Willard Library. The earliest copy we have seen is of 1867 and belongs to the same Mrs. Austill who owns the early diploma. In that year and in 1868 the title is "Rhetorical Exercises by the Graduating Class of the Evansville High School." In 1869 we find for the first time the expression, "Commencement Exercises." The time of the ceremony varied between morning and afternoon until 1876; the first evening commencement occurred in 1877.

The place where the exercises were held is also interesting. As long as we were located in the old school at Second and Clark Streets, the audience gath-

The Earliest Diploma We Have Seen



EVANSVILLE HIGH SCHOOL

DIPLOMA:

THIS IS TO CERTIFY,

COURSE OF STUDIES

In Testimony Whereof,

Diploma issued in 1867 to Jennie Saberton. Not having our own building at that time, the picture used was a stock cut of a boy bearing a banner inscribed "Excelsior." Printed in four colors. The subjects in which Jennie passed are written on the diploma.

ered right in the "big room" of the school, which was the former sanctuary of the old Baptist Church. When we moved into the first unit of the present building in 1868, we had a much better arrangement for accommodating the audience: the meeting was held in the High School Hall on the third floor.

In 1879 the location for the exercises was moved to Evans Hall at Fifth and Locust Streets because of its much larger seating capacity. This continued to be the location of the ceremony until 1890, when it was moved to the Grand Opera House, now the Grand Theater. It was held there until 1910 with one exception, regarding which Miss Margaret Goslee, long-time teacher at Wheeler School, supplies a tale:

"In June of 1895 there was a fairly good sized graduating class but the school board had a streak of economy and decided that it would not pay the rent for the Grand as usual and so had the Commencement at the Peoples' Opera House at First and Locust. It created such a rumpus that when my class of only nine came along in January, 1896, they did not dare try it again and we proudly graced the boards of the Grand. Quite an event in our young lives."

In 1911 and 1912 the place selected for commencement was the Wells-Bijou Theater.

Following the erection of our own auditorium in 1912, the commencements of 1913 and following years were held there until it became too small. From 1930 until 1950 we rented the Coliseum, but it in turn became too small to hold our audiences. Beginning with 1951 we have held the exercises in our own gymnasium, which has the largest seating capacity in the city and which presents a surprisingly attractive appearance as we set it up for commencement. It will probably be the location of our graduation exercises for many years to come.

In the early times commencements were held once a year, in June. The *Annual Report* from 1887-88 contains lists which indicate that the holding of a separate graduation in January or February began in 1879. This continued until 1908, when we find this entry in the Board minutes for May 4: "It was decided to begin the custom during 1908-09 of having just one high school commencement each year, the graduates in January to combine with those in June, the honor students from each class to have equal consideration."

During the years when summer schools were held, from 1918 to the middle 1920's, very small classes graduated in August, consisting of those students who lacked only two or three necessary credits in June. Even while summer school continued, the separate commencement was discontinued and students finishing at that time waited until the following June to be listed in the program and receive their diplomas. To this day we speak colloquially of a January and a June class, but they exist on paper only for administrative convenience, no distinction whatever being made between them at commencement time in June. The so-called January class consists of students who have enough credits at that time to be entitled to the rank of graduates.

Whereas today each high school has complete charge of arranging its own commencement program, in the early times every detail of the event was the direct concern of the Board of School Trustees and was solemnly debated in their meetings. In the minutes for June 2, 1879, we find the following gem:

> Ordered that the high school commencement be held at Evans Hall June 19 (subsequently changed to an earlier date because of extremely hot weather), that ten cents admission be charged, that each graduate be allowed two tickets and that the high school be conducted to the hall in a body. Ordered that the practice of passing bouquets to the graduates during commencement exercises be discontinued. The Board requested Superintendent Bloss to suggest to the graduates the necessity of moderation in style of dress at the exercises.

The commencement programs in our files give us some interesting information concerning the nature of the exercises. During the early years the program was given chiefly by the students, the boys memorizing and reciting an oration and the girls reciting a carefully prepared essay. Some of the titles sound very odd to us today, but they reflected the intellectual and social attitudes of their day. A few examples will be found interesting:

ORATIONS

"Excelsior"—George B. Walker, 1867
"The Rising Generation"—Will D. Babcock, 1868
"Early Education"—George P. Heilman, 1869

"Our Indian Policy"—John Gow (son of the Superintendent), 1873

"We Build Our Own Monuments"—Charles G. Covert (afterwards mayor and postmaster), 1881

"Does It Pay?"—Oakley H. Kellogg (talented flutist), 1882

ESSAYS

"My Boat Is Launched, but where is the Shore?"—Jennie Saberton, 1867

"Reaper, Bear Home Thy Sheaves"—Kate M. Gatch, 1868

"Do Something, do it Well, do it Now"—Hattie I. Durham (long-time teacher at Carpenter), 1869

"The Beautiful"—Helen Wulkop, 1871

"The other side of the Leaf"—Mattie Kirkpatrick (known to thousands as Mrs. Grill, teacher at Centennial and Reitz), 1872

"Money"—Millicent Atkin (later principal of Henry Reis), 1877

"This World of Ours"—M. Louise Thrall (later Central teacher), 1885

"He Sings to the World, She to Her Nest"—Estelle Corlew (Mrs. James H. Cutler), 1889

GERMAN ESSAYS

During the late 1870's and 1880's it was customary to have one essay delivered in German as a compliment to the large and substantial German population of our city and as a recognition of the interest taken in the study of the language by the high school students. From our file of programs we have selected the following subjects as examples:

"Die Sterndeuterei"—Arthur Thayer, 1881

"Zufriedenheit"—Hattie M. Wiechel, 1883

"Dein Beruf" (a poem)—Emma Moll (Mrs. Paul A. Meyer, the writer's mother), 1885

"Geringes ist die Wiege des Grossen"—Edward Oslage, 1887

As long as the classes were not too large, every member of the graduating class performed orally. When that became impossible certain members were chosen by the faculty to represent the class. An all-time high for length of program was in 1881 with thirty essays and orations, alternating with frequent vocal numbers. (At present we limit the program to four speeches, each five minutes in length.) On the program each year the first essay or oration, listed as the "Salutatory," was by the student winning second honors; the evening closed with the "Valedictory" by the first honor student.

At the Board meeting of April 26, 1894, they debated the proposition of having the graduating class demonstrate some physical culture as part of the commencement exercises.

COMMENCEMENT ODES

For many years the commencement exercises closed with the singing of the "class ode," a solemn, sentimental song of farewell composed either by the class poet or by one of the teachers. A few typical examples follow:

The ode of 1869, consisting of three long stanzas, closes with these lines:

When our barks evermore, on that beautiful shore,
Beyond death's rolling river are landed,
May we sing once again, in a joyful refrain,
As a school that shall ne'er be disbanded.

The ode of 1870 begins with this lilting expression of joy:

Joyously, lightly, our hearts bound today,
Bright is the promise of life's sunny way,
Hope scatters the mists from our pathway of light,
Joy opens a prospect to ravish our sight,
Gushes forth from our hearts a glad song of joy,
Sing for joy, sing for joy, sing for joy.

After three intervening stanzas expressing exultation, depression, and trust in God, the song ends with this *envoi*:

Though hopes beckon onward and shining the track,
There are low, gentle voices now wooing us back,
Tones of love that come stealing through all the past years,
The call of our schoolmates,—Oh! fresh starting tears,
Ye dim our bright view as we whisper farewell,
Fare ye well, fare ye well, fare ye well.

One can almost visualize the situation—"not a dry eye in the house"—as the mournful words died away.

The ode of 1877 was entitled "The Four Leaves," signifying the four years of high school life. The first stanza reads:

Four leaves, once white and stainless,
    Four years of record bear;
Turn backward through the pages,
    Though traced beyond repair.

The next three stanzas tell of a line marred and blotted by a weak hand; lines of beauty traced by an arm activated by strong purpose; and the memory of each weary year. The fifth and sixth stanzas leave our sentiments dangling:

The book still lies before us,
    Our thoughts yet linger there;
The eye grows dim while gazing,
    And shadows fill the air.

They glide across the pages,
    Like vanishing forms today;
We close the book in silence,
    And sadly turn away.

We have saved until last the ode of 1871 by Dr. H. W. Cloud. Two long stanzas sing of the "laurels of truth," the knowledge, the friendships made, the ambitions aroused; then the ode closes with this masterpiece of fond wishes to their teachers:

We would bless the kind teachers whose labors of love
Have lightened our burdens each day,
Whose ceaseless devotion *that love* hath ere proved
Which tenderly smoothed our rough way.

Blest be their labors, blest ever blest,
Task of life ended, rest, may they rest,
Long blest *vacation* for them at last,
When life's dull session is past.

The writer has no hesitation in offering for comparison with the odes of the olden days the resounding "Commencement Hymn" of 1932, the words being by Paul Butze and the music by Emma Dreisch, both of the class of that year:

Glory to thee, O Central High,
  To whom we look with grateful eye,
Pilot of all our hopes and fears
  Throughout our carefree youthful years.
Thy precepts and thy teachings guide
  Our footsteps down life's path untried.
To us thou art more than a school.
  Long may thy spirit live and rule.
List to our song, list to our praise
  That grows more loud with passing days.
Thy halls and walls strong symbols be
  Of staunchness and eternity.
Help us to carry on thy fame,
  To add more glory to thy name.
Grant us, we pray, O school of ours,
  A benediction from thy towers.

Beginning with 1898 the policy was changed, and a professional orator was employed to make an appropriate address to the graduates This change was requested as early as 1895, when we find in the Board minutes for October 14: "The Senior Class at the High School sent a communication asking for a change in the Commencement program next February, suggesting that only two essays —those of the valedictorian and salutatorian—be read, having for the intervening number, an address by a professional speaker." However, the programs in our files show the old type of entertainment continued through 1897, the change taking effect in 1898.

The employed orator was assumed to be imparting lofty thoughts to the graduating class to launch them on the sea of life; but he was usually displaying his oratorical talents to the audience. Well does the writer remember the commencement of 1912 at the Wells-Bijou, in which the orator was impressing the audience for an hour or so with his back to us, the graduates. The writer feels sure that none of his classmates gathered any more inspiration from the speech than he himself did. He does, however, very clearly remember a few thoughts imparted by the Reverend H. J. Schiek at the baccalaureate sermon.

Our school broke with the tradition of the professional orator in 1917 when the graduating class put on a program of its own devising. The idea arose within the class itself, and Principal John O. Chewning concurred. Some of the numbers were a greeting by Sidney Butterfield, class president; two piano solos by Loraine Weinsheimer; discussions growing out of World War I by Percy Ferrell, Edna Rutherford, and William McBrian; and a demonstration of wireless telegraphy by George Sieber, a very early Evansville wireless enthusiast, who set up his equipment in advance and operated his instruments from a table on the stage of our auditorium. The new plan was received with great favor by the public.

In 1923 Dorothy Schlundt, winner of the state typewriting contest a few weeks earlier, entertained the audience with a demonstration of her speed and technique.

Since 1917 our commencements have been planned and carried out by the students. They have usually consisted of addresses, much less formal in nature than the essays and orations of the olden days, enlivened with vocal and instrumental numbers. On a few occasions pageants have been presented. Occasionally the addresses were set within a framework of a family living-room scene, a view of the progress of modern science and industry, or a situation arising out of World War II. In 1947 we gave a dramatic narrative of the history of Evansville commemorating our centennial as a chartered city; the program for 1954 has been planned to be of a nature to celebrate the Centennial of Central as a free public high school.

Several attempts have been made to establish a sequential numbering of our commencements, with inconsistent results. From programs in our file bearing such numbers we can partly reconstruct the thoughts that lay behind the accepted numbers.

The earliest numbered program in our file, and we believe our earliest existing numbered program, is that of June, 1883, on which we find printed, "20th Annual Commencement." The word "Annual" strikes us as inappropriate because for at least four years prior to 1883 there had been January commencements also. The programs for 1884 and January, 1885, are not numbered; but the one for June, 1885, is numbered "28th Commencement," omitting "Annual." The numbering then continues sequentially, adding one each June, despite the fact that January commencements were being held at least part and perhaps all of the time. Our file does not contain any of the January programs for those years; consequently we are unable to say what the numbering system for those commencements was, but the program of June, 1892, is numbered the "35th Commencement." Our file then has a break; and even such programs as we have between 1892 and 1897 bear no numbers. The program for June, 1897, is numbered "46th Commencement." The numbering now continues at the rate of two each year through January, 1904, the date of the "59th Commencement." Suddenly the series is set back; the program for June, 1906, is numbered "54th Commencement."

Knowing nothing of previous efforts to establish serial numbers, the present principal and his commencement committees some years ago attempted to number the commencements. It appears to have been in June, 1929, that we reintroduced the numbering. Accepting the year 1863 as the year of our first commencement, which we now regard as not entirely reliable, we called the 1929 event our "66th Annual Commencement." We knew, rather vaguely, that semi-annual commencements had been held for a good many years; but despairing of ever learning exactly how long that period was, we sought to circumvent the question by using the expression "Annual Commencement." We went on, adding one each year, until in 1938 it occurred to us that if we had really begun in 1863, the event of 1863 itself would have been the first. We therefore jumped a number one year, and added one each year thereafter, as a result of which the commencement program of 1953 is numbered, "91st Annual Commencement."

Taking into account all the inaccuracies committed in the past, the uncertainty concerning the actual year of our first commencement, and the difficulty of establishing with definiteness the years in which January commencements were

The Cutler Gardens on Mt. Auburn
where for many years our annual faculty-senior party was held

held, the writer suggests that it would be best to abandon such a numbering plan and to designate our commencements hereafter as follows:

1954—"Our Centennial Commencement"
1955—"Our 101st Year"
1956—"Our 102nd Year"

and to continue thus, adding one each year, until a still better method of numbering is devised.

THE RECOGNITION CEREMONY OF 1898

In 1898 a very interesting, long-belated commencement was held at the Grand. Principal Robert Spear, realizing that many students had finished the required course of study during the year before diplomas were awarded, caused a list to be compiled of all such early students whose names could be determined. Apparently these names had been completely overlooked by the compiler of the list published in 1888, which began with Ferdinand C. Iglehart listed as the sole graduate of 1863. Mr. Spear arranged a very charming program which we show here. Our copy was sent to us by a well-known Evansville woman of a generation ago, Nora Esslinger, now living at the Montefiore Home in Cleveland. Elnora Heeger, still active in business in Evansville, has lent us a copy in another format but with the same numbers listed. It is surprising that several students of the very early days could be secured as speakers, especially the Reverend George George W. Pentecost of New York, who had become a famous evangelist, and whom our second principal, E. P. Cole, had "placed under observation" in 1855 lest he be found studying. The Reverend Mr. Pentecost had also had the distinction in the late 1860's of being pastor of his boyhood church, the First Baptist Church in Evansville.

We note with surprise that Mr. Spear designated the years covered as "from 1856 to 1863." Since our school opened in 1854, our first class would have finished its course in 1858. It is conceivable that one or two students may have entered with some work already finished at a private academy, but the reminiscences of several of our first students indicate that all seventeen of our first class entered by examination from the grammar school, and they agree in implying that all students took all their studies together.

It is also noteworthy that Mr. Spear listed Ferdinand C. Iglehart at the top of the list of those to be tardily recognized. The idea may have been, by placing Ferdinand C. Iglehart first on the list, to tie together the graduates already listed in the *Annual Report* of 1887-88 and those overlooked by the compiler of that list.

In the program in our file the names of men and women were intermingled and no attempt had been made to alphabetize them. Women were listed by their married names. An asterisk indicated a person already deceased in 1898. For convenience of reference we separated the names of the men from those of the women and alphabetized both lists, and in the third column we have given the known maiden names of married women.

Names of Men	*Names of Women*	*Maiden Names*
W. D. Andrews (1)	Miss Annie Archer	
Charles G. Bennett	Mrs. R. A. Armstrong(1,14)	Maggie Roberta Allen
George B. Davidson (1)	Mrs. E. S. Babcock	Isabella Graham
E. P. Elliott (1,2)	Mrs. Martha S. Bennett	Martha Steel
T. M. Elliott (3)	*Mrs. Hamilton Borden	
James H. Foster (4)	Mrs. Sadie Byrnes(15)	Sadie Hopkins
*Edward W. Gale	Mrs. Georgia Colby	
F. M. Gilbert (5)	Mrs. Matilda Dixon(16)	Matilda Morgan
H. M. Harvey	Mrs. Anna L. Evans(1,17)	Louise Hornbrook
T. D. Hogan	*Miss Carrie Hornbrook(1,18)	
Ferdinand C. Iglehart(6)	*Mrs. D. H. Lanphear	
*J. Ewing Law (7)	Mrs. D. T. MacClement	Annie E. Bennett
*Eugene Nolan	Mrs. Mary O'B. Miller(19)	Mary O'Byrne
Thomas W. Peck (8)	Mrs. Mary L. Oakley(20)	Mary Louisa Elliott
Moses N. Ross (9)	Mrs. Hattie Parsons(21)	Hattie Howes
J. M. Scantlin (10)	Miss Lavinia Scantlin(22)	
J. G. Shanklin (11)	Mrs. Mary F. Sweetzer	Mary Caldwell
*Rheinhold Schor (12)	*Mrs. Julia Thrall(1,23)	Julia Hornbrook
Albert D. Tenny	Mrs. Laura Travis(24)	
*Jesse Walker	Mrs. J. Addison Turner	
William H. Walker (13)	*Miss Maggie Walker(25)	
	*Miss Emily D. Wright	

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(1) Entered with the first class in 1854.

(2) Edward Peter Elliott, son of Joseph P. Elliott, author of **A History of Evansville and Vanderburgh County, Indiana,** published in 1897.

(3) Thomas M. Elliott, cousin of Edward Peter Elliott.

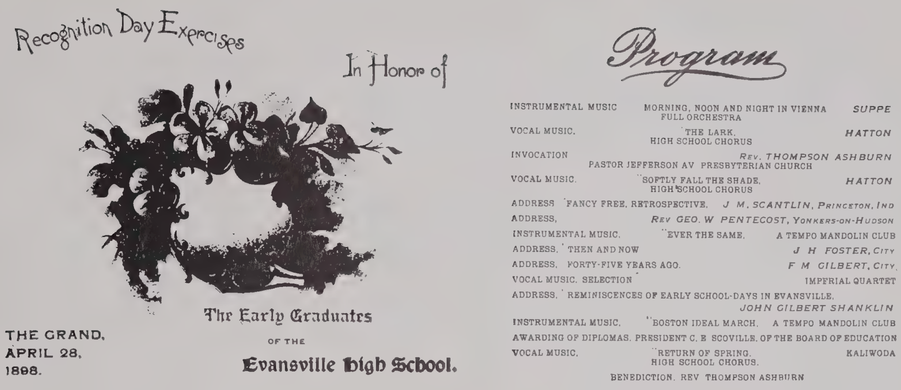
(4) Received A.M. degree from Indiana University in 1864, delivering the master's oration; served in the Civil War, and was city auditor and father of Matthew W. ("Matt") Foster, Republican politician.

(5) Frank M. Gilbert, author of **History of the City of Evansville and Vanderburgh County, Indiana,** published in 1910; owner of the **Evansville Evening Tribune.**

(6) See brief sketch earlier in this chapter.

(7) Son of John Law, co-founder of Lamasco; favorably mentioned by editor of **Journal** for his oration at public examination of July, 1860.

(8) First graduate of our high school to become a school principal in Evansville.



Recognition Day Exercises

In Honor of

The Early Graduates

OF THE

Evansville High School.

THE GRAND,
APRIL 28,
1898.

Program

INSTRUMENTAL MUSIC — MORNING, NOON AND NIGHT IN VIENNA — *SUPPE*
FULL ORCHESTRA
VOCAL MUSIC. — "THE LARK. — *HATTON*
HIGH SCHOOL CHORUS
INVOCATION — *REV. THOMPSON ASHBURN*
PASTOR JEFFERSON AV PRESBYTERIAN CHURCH
VOCAL MUSIC. — "SOFTLY FALL THE SHADE, — *HATTON*
HIGH SCHOOL CHORUS
ADDRESS "FANCY FREE, RETROSPECTIVE. — *J M. SCANTLIN, PRINCETON, IND*
ADDRESS, — *REV GEO. W PENTECOST, YONKERS-ON-HUDSON*
INSTRUMENTAL MUSIC. — "EVER THE SAME, — A TEMPO MANDOLIN CLUB
ADDRESS, "THEN AND NOW — *J H FOSTER, CITY*
ADDRESS, FORTY-FIVE YEARS AGO. — *F M GILBERT, CITY*
VOCAL MUSIC. SELECTION — IMPERIAL QUARTET
ADDRESS, "REMINISCENCES OF EARLY SCHOOL-DAYS IN EVANSVILLE.
JOHN GILBERT SHANKLIN
INSTRUMENTAL MUSIC. — "BOSTON IDEAL MARCH, — A TEMPO MANDOLIN CLUB
AWARDING OF DIPLOMAS. PRESIDENT C. E SCOVILLE, OF THE BOARD OF EDUCATION
VOCAL MUSIC. — "RETURN OF SPRING. — KALIWODA
HIGH SCHOOL CHORUS.
BENEDICTION. REV THOMPSON ASHBURN

Program of the Belated Commencement in 1898 for Early Students who finished the course before commencements were conducted and diplomas issued

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(9) For twenty years assistant postmaster of Evansville.

(10) Son of Thomas Scantlin; married Jane Stephens, granddaughter of General Robert M. Evans.

(11) John Gilbert Shanklin, co-owner of the **Courier** in the 1870's.

(12) Graduated in 1862; clerk and bookkeeper in the First National Bank, now National City Bank; member of Board of School Trustees 1882-85.

(13) County auditor; Mayor of Evansville; died in office in 1870.

(14) Mrs. Armstrong's daughter presented to the Vanderburgh County Historical Society a set of textbooks used by her mother during the first four years of the existence of the school.

(15) Sister of our second mayor, John S. Hopkins; for many years a primary teacher at Carpenter School.

(16) Mother of Miss Matilda Dixon; graduated from Emma Willard's school at Troy, New York.

(17) Mrs. S. G. Evans, whose manuscript of 1920 has been quoted in several places in this work.

(18) Older sister of the Hornbrook twins; died at eighteen.

(19) Evansville teacher and sister of Francis O'Bierne, Civil War victim.

(20) Sister of Edward Peter Elliott.

(21) Wife of Chase P. Parsons, early principal of our school and sister of Kate Howes, later Mrs. James L. Orr.

(22) Daughter of Thomas Scantlin; sister of J M. Scantlin.

(23) Mother of our teacher M. Louise Thrall.

(24) Mother of Charles W. Travis, very early Evansville automobile dealer.

(25) Favorably mentioned by editor of **Journal** for her oral reading at public examination of July, 1860.

GENERAL NOTE ON OMISSIONS—It is more than likely that some names were overlooked, or sought for but not found, in the compiling of this list in 1898. It is hard to account for the omission of Mrs. James L. Orr (Kate Howes), since several early students of the school mention her as a classmate and since her sister, Hattie Howes, is included. Her grandson, Samuel Orr, concurs in the belief that she was an early graduate. Likewise the omission of Francis O'Bierne is hard to explain, since various writers name him as a graduate and his sister, Mary O'Byrne Miller, is included.

CHAPTER 18

OUR ACADEMIC CURRICULUM

The change in character of our student body and their aims in life has caused our curiculum to undergo corresponding changes, the main trends of which we shall attempt to explain here.

The earliest statement we have concerning the studies taught in our high school is contained in the memoirs of Mrs. S. G. Evans, formerly Louise Hornbrook, who writes as follows:

> " . . . The studies for the first year were really of the eighth grade with the exception of advanced arithmetic and Latin, which was taken by some of the older pupils after school hours. The next term . . . advanced studies were added to the curriculum—natural philosophy, algebra, and physiology, and we were then indeed a high school. Spelling, composition, and declamation were continued. . . . A French class was formed. . . . In the fourth year, trigonometry and astronomy were added to the curriculum."

According to Maggie Allen Cook, Benjamin P. Snow added chemistry to the course.

The *City Directory* of 1858 contains the first printed list of subjects taught in the high school, but it contains a statement which we cannot reconcile with other known facts. It states, "In the High School three years are required to complete the course."

The reader will already have noticed that Mrs. Evans wrote, "In the fourth year trigonometry and astronomy were added to the curriculum." We have further evidence of the four-year course in "The Scholars' Testimonial" of February, 1858, which was signed by fifty-seven of the students of the high school. Among them are five who entered in September, 1854. We have no solution to suggest for this discrepancy. The directory then gives a list of subjects by years:

First Year	Second Year	Third Year
English Grammar	Algebra (I)	Virgil (I)
History (I)	Latin	Cicero
Physical Geography	French	Greek
Algebra	Physiology	Chemistry (I)
Philosophy	Geometry	Rhetoric (I)
Latin	Composition	Geology
Arithmetic (I)	Declamation	Botany
Writing (I)	Virgil (II)	General History (I)
Reading (I)	Trigonometry (II)	Trigonometry (I)
Spelling (I)	Chemistry (II)	Astronomy (II)
Composition (II)		Logic (II)
Declamation (II)		Conchology (II)
		Navigation (II)
		Surveying (II)
		Constitution of the U.S. (II)

(I) First term only
(II) Second term only
Other subjects, both terms

> No scholar is permitted to have less than three nor more than six studies at the same time.
>
> As fine a school building with play grounds, &c., as can be found in the State has been provided, with a fine chemical and philosophical apparatus for the High School; also a choice cabinet of minerals has been donated to that school by Dr. Owen.

How one teacher, or a principal and an assistant, managed to know such an array of subjects and to crowd them into the day's program is beyond our imagination. Small wonder "the high school pupils did not prove attractive to the instructors and they fled from us," as Mrs. S. G. Evans puts it.

What sort of text books were used in our high school in those first years of its operation? We show an advertisement of the firm of Dobell & Lister from the *Evansville Journal* of August, 1857. With minor differences the list is substantially the same as that of the books presented to the Vanderburgh County Historical Society by Mrs. Mina Cook on behalf of her mother, Maggie Roberta Allen.

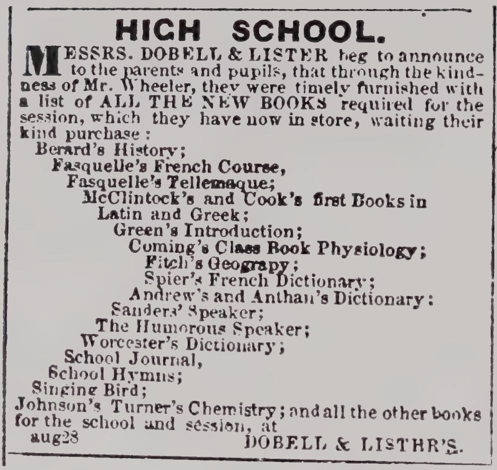
The *Report of the Board of School Trustees* for 1862 contains a list of subjects then included in the course. It is so nearly the same as in 1858 that it does not warrant presenting. A few subjects have been moved up or down a year, the terrific list for the third year in 1858 has been spread over the third and fourth years, and mental philosophy and moral science have been added to the fourth year.

The report for 1869 shows a tendency to make the list of subjects much shorter, but the writer sees an implication that all students took the whole offering of subjects, having a choice only between Latin and German. For the first time in a printed report we find the expressions *senior* and *junior*.

First Year's Class	**Second Year's Class**	**Junior Class**	**Senior Class**
Algebra	Algebra (finished)	Geometry	Geometry (finished)
Physical Geography	Natural Philosophy	Chemistry	Rhetoric
U. S. History	Botany	Outlines of History	Caesar and Virgil
Physiology	Outlines of History	English Grammar	German
German, optional	Latin and German, Optional	Rhetoric	English Literature
		Latin Fables and Caesar	Moral Science
		German	Constitution of the U.S.

In November, 1870, a subscriber to the *Journal* wrote to the editor requesting that Greek be taught in the high school. At the Board Meeting of November 28, Superintendent A. M. Gow presented an article he had prepared explaining the Board's position in disagreeing with the writer's arguments. The Board approved the reply and ordered it published. It appeared in the *Journal* of November 30, occupying a whole column of page one. The thesis of the article was that the high school was not primarily a college preparatory school, having as it did among its students a majority who did not look forward to college, and that Greek would be of use to such a small number that its introduction was not justified.

A few excerpts from the superintendent's article will sound very familiar to readers of educational articles of 1954. At a meeting of the Indiana Collegiate Association it had been argued "that the high school course should not be arranged with reference to college, but with reference to the greatest good to the masses that will never go to college. Colleges should be arranged with reference to high school courses. . . . The high school should do a given work, and the



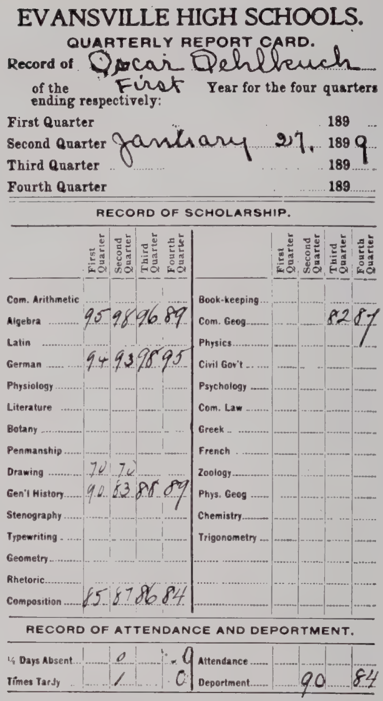
HIGH SCHOOL.

MESSRS. DOBELL & LISTER beg to announce to the parents and pupils, that through the kindness of Mr. Wheeler, they were timely furnished with a list of ALL THE NEW BOOKS required for the session, which they have now in store, waiting their kind purchase:

Berard's History;
Fasquelle's French Course,
Fasquelle's Tellemaque;
McClintock's and Cook's first Books in Latin and Greek;
Green's Introduction;
Coming's Class Book Physiology;
Fitch's Geograpy;
Spier's French Dictionary;
Andrew's and Anthan's Dictionary:
Sanders' Speaker;
The Humorous Speaker;
Worcester's Dictionary;
School Journal,
School Hymns;
Singing Bird;
Johnson's Turner's Chemistry; and all the other books for the school and session, at

aug28 DOBELL & LISTHR'S.

Advertisement of Dobell and Lister's Bookstore listing the high school textbooks then in use. (From the Evansville Journal, Aug. 28, 1858.)



EVANSVILLE HIGH SCHOOLS.

QUARTERLY REPORT CARD.

Record of Oscar Oehlkeuch

of the First Year for the four quarters ending respectively:

First Quarter 189
Second Quarter January 27. 1899
Third Quarter 189
Fourth Quarter 189

RECORD OF SCHOLARSHIP.

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Com. Arithmetic					Book-keeping				
Algebra	95	98	96	89	Com. Geog			82	87
Latin					Physics				
German	94	93	98	95	Civil Gov't				
Physiology					Psychology				
Literature					Com. Law				
Botany					Greek				
Penmanship					French				
Drawing	70	70			Zoology				
Gen'l History	90	83	88	89	Phys. Geog				
Stenography					Chemistry				
Typewriting					Trigonometry				
Geometry									
Rhetoric									
Composition	85	87	86	84					

RECORD OF ATTENDANCE AND DEPORTMENT.

½ Days Absent		0		9	Attendance				
Times Tardy		1		0	Deportment		90		84

A Home Report Card of 1899

colleges should do the rest. . . . The wants of the times are such that the colleges are obligated to modify their courses of study, and college men are inquiring what the changes shall be. It seems quite as reasonable to ask the few colleges to adapt themselves to the necessities of the high schools, as to expect that the high schools shall, at great expense and at considerable loss to the pupils at large, conform to the few colleges." Our superintendent was here quoting statements from some of the more reasonable and progressive members of the Indiana Collegiate Association. He then takes up another line of argument and shows that with a total of twenty-seven students in our combined junior and senior classes, only a few of whom would go to college, it would be very uneconomical to cause the highest-paid teacher in the school to devote one-sixth of his time each day to such a small number of students.

Looking ahead a little, we find that in 1897 Greek was being taught by Helen Chick, but as an extra subject for pupils who had met all other requirements.

In the Board report for 1882-83 we find a further shortening of the list of subjects, and we also find the first printed mention of *courses*. The pupils appear to have chosen their course, but under each course all subjects were required. It further appears that the list was the same in all courses except for the choice among Latin, German, and a business subject. We reprint the courses exactly as they appeared in the *Report* for 1882-83:

HIGH SCHOOL COURSE OF STUDY

		ENGLISH AND LATIN	ENGLISH AND GERMAN	ENGLISH AND BUSINESS
FIRST YEAR	FIRST TERM	Algebra (Ray) Latin Gr'm'r & Reader (Hark's) Physiology (Hutchinson) Reading and Penmanship	Algebra Physiology German Reading and Penmanship	Algebra Physiology Book-Keeping Reading and Penmanship
	SECOND TERM	Algebra Physiology Latin Reading and Penmanship	Algebra Physiology German Reading and Penmanship	Algebra Physiology Book-Keeping Reading and Penmanship
	THIRD TERM	Algebra Natural History (Tenney) Latin Reading and Penmanship	Algebra Natural History German Reading and Penmanship	Algebra Natural History Book-Keeping Reading and Penmanship
SECOND YEAR	FIRST TERM	Geometry (Davies) Physical Geography (Cornell) Latin (Caesar)	Geometry Physical Geography German	Geometry Physical Geography Grammar
	SECOND TERM	Geometry Natural Philosophy (Cooley) Latin (Caesar)	Geometry Natural Philosophy German	Geometry Natural Philosophy Civil Government
	THIRD TERM	Geometry Natural Philosophy (Cooley) Latin	Geometry Natural Philosophy German	Geometry Natural Philosophy Arithmetic
JUNIOR YEAR	FIRST TERM	Plane Trigonometry (Davies) Chemistry (Steele) Latin (Virgil)	Plane Trigonometry Chemistry German	Exercises in Declamation and Composition required throughout each course of study. Each pupil who shall complete either the English and Latin or English and German course of study, and shall maintain, in scholarship and deportment, a standing satisfactory to the Board of Education and to the Teachers, shall receive from the Board of Education, a Diploma, signed by the members of the Board, Principal of the High School, and the Superintendent of Instruction. Pupils who shall complete the English and Business course shall receive a certificate signed as above.
	SECOND TERM	Spherical Trigonometry and Mensuration (Davies) Chemistry, Rhetoric Latin (Virgil)	Spherical Trigonometry and Mensuration Chemistry German	
	THIRD TERM	Surveying & Leveling (Davies) Civil Government (Martin) Rhetoric Latin (Virgil)	English Literature Geology General History	
SENIOR YEAR	FIRST TERM	English Literature (Collier) Geology (Steele) Cicero	English Literature Geology German	
	SECOND TERM	English Literature Cicero Astronomy (Steele)	English Literature German Astronomy	
	THIRD TERM	Astronomy Cicero & Latin Composition Arithmetic and Grammar, reviewed	Astronomy German Arithmetic and Grammar reviewed	

The reader will have noticed that in 1882-83 the school year was divided into three terms. The same division prevailed in the 1885 report and the list of subjects was practically the same. By the time the 1887-88 report appeared, we were back to two semesters a year and the business course had been dropped in favor of a "general course." The courses and subjects offered were as follows:

		LATIN COURSE	GERMAN COURSE	GENERAL COURSE
FIRST YEAR	FIRST HALF	Latin-Preparatory Algebra Physiology Literature and Composition Music	German Algebra Physiology Literature and Composition Music	Zoology Algebra Physiology Literature and Composition Music
	SECOND HALF	Latin-Preparatory Arithmetic Physical Geography Literature and Composition Music	German Algebra Physical Geography Literature and Composition Music	Botany Algebra Physical Geography Literature and Composition Music
SECOND YEAR	FIRST HALF	Latin-Caesar Algebra General History Literature and Composition Music	German Arithmetic General History Literature and Composition Music	English Language Arithmetic General History Literature and Composition Music
	SECOND HALF	Latin-Caesar Algebra General History Literature and Composition Music	German Algebra General History Literature and Composition Music	English Language Algebra General History Literature and Composition Music

THIRD YEAR	FIRST HALF	Latin-Virgil Geometry Physics or Greek Literature and Composition Music	German Geometry Physics Literature and Composition Music	Book-Keeping Geometry Physics Literature and Composition Music
	SECOND HALF	Latin-Virgil Geometry Physics or Greek Literature and Composition Music	German Geometry Physics Literature and Composition Music	English History Geometry Physics Literature and Composition Music
FOURTH YEAR	FIRST HALF	Latin-Cicero Chemistry or Greek Literature and Rhetoric Reviews Music	German Chemistry Literature and Rhetoric Reviews Music	English History Chemistry Literature and Rhetoric Reviews Music
	SECOND HALF	Latin-Cicero Civil Gov't or Greek Literature and Rhetoric Reviews Music	German Civil Government Literature and Rhetoric Reviews Music	Astronomy Civil Government Literature and Rhetoric Reviews Music

One subject which appears in early lists needs explaining. In all official and newspaper reports we find a subject called "philosophy." We find it mentioned in the memoirs of early students, and to this day old graduates tell of it. The name was an abbreviation of "natural philosophy" and was the name given at that time to physics. The writer has a circular issued in the 1850's offering for sale "mathematical and philosophical apparatus." The latter turns out, on study of the circular, to be early forms of the apparatus used in the physics laboratory. The word "physics" replaces "natural philosophy" for the first time in the *Annual Report* for 1887-88, after which its use becomes standard.

Before the high school became completely departmentalized, the freshman and sophomore classes stayed with their home room teachers all day except for their foreign language and for higher science. As an example, in 1885 the freshman classes were taught algebra, physiology, natural history, reading, and penmanship by their home room teachers, going to Mr. Blake for Latin or to Mr. Thieme for German. In their sophomore year they continued that plan, going to Mr. Spear for "natural philosophy." Not until the junior year did they have any wider variety of teachers. Their home rooms were those now numbered 208 and 210. The assembly room on the first floor was for juniors and seniors only; they used it as a home room and study hall, going to recitation rooms (now 107, 108, 207, and 208) for their various subjects.

When the *Revised Courses of Study* appeared in 1897 we had an imposing array of six different courses and a diversification which certainly should have met the needs or whims of all except the pupils bound for a handicraft, who were not yet in high school in large numbers. The following courses and subjects were available:

		Classical or College Prep. Course	Latin Course	German Course	Natural Science Course	Complete Comm. Course	Shorter Comm. Course
FIRST YEAR	First Semester	Latin Algebra Ancient History English Comp. Vocal Music Drawing **French**	Latin Algebra Ancient History English Comp. Vocal Music Drawing	German Algebra Ancient History English Comp. Vocal Music Drawing	Botany Algebra Ancient History English Comp. Vocal Music Drawing	Algebra Ancient History English Comp. Vocal Music Com. Arith Penmanship	English Comp. Com. Arith. Penmanship
	Second Semester	Latin Algebra M. & M. Hist. English Comp. Vocal Music Drawing **French**	Latin Algebra M. & M. Hist. English Comp. Vocal Music Drawing	German Algebra M. & M. Hist. English Comp. Vocal Music Drawing	Botany Algebra M. & M. Hist. English Comp. Vocal Music Drawing	Lat, Ger or Bot. Algebra M. & M. Hist. English Comp. Vocal Music Com. Arith. Penmanship	English Comp. Com. Arith. Penmanship

		Classical or College Prep. Course	Latin Course	German Course	Natural Science Course	Complete Comm. Course	Shorter Comm. Course
SECOND YEAR	First Semester	Caesar & Prose Comp. Algebra Literature English Comp. Vocal Music Drawing **French** **Greek Lessons**	Caesar & Prose Comp. Algebra Literature English Comp. Vocal Music Drawing	German Algebra Literature English Comp. Vocal Music Drawing	Zoology Algebra Literature English Comp. Vocal Music Drawing	Caesar & Prose Ger., or Zoology Algebra Literature English Comp. Vocal Music **Stenography** Typwriting	English Comp. **Stenography** Typwriting
	Second Semester	Caesar & Prose Comp. Concrete Geom. Physiology Literature English Comp. Vocal Music **French** **Greek Lessons**	Caesar & Prose Comp. Concrete Geom. Physiology Literature English Comp. Vocal Music	German Concrete Geom. Physiology Literature English Comp. Vocal Music	Physical Geog. Concrete Geom. Physiology Literature English Comp. Vocal Music	Caesar & Prose Ger.,-Phys.-Geo. Concrete Geom. Physiology Literature English Comp. Vocal Music **Stenography** Typwriting	English Comp. **Stenography** Typwriting
THIRD YEAR	First Semester	Cicero & Prose Comp. Demon. Geom. Literature Rhetoric English Comp. Vocal Music **Anabasis & Prose**	Cicero & Prose Comp. Demon. Geom. Literature Rhetoric English Comp. Vocal Music	German Demon. Geom. Literature Rhetoric English Comp. Vocal Music	Chemistry Demon. Geom. Literature Rhetoric English Comp. Vocal Music	Lat., Ger.,-Chem. Demon. Geom. Literature Rhetoric English Comp. Vocal Music Book-Keeping Com. Geog.	English Comp. Book-keeping Com. Geog.
	Second Semester	Cicero, 10 wks. Virgil, 10 wks. Demon. Geom. Literature Rhetoric English Comp. Vocal Music **Anabasis & Prose**	Cicera, 10 wks. Virgil, 10 wks. Demon. Geom. Literature Rhetoric English Comp. Vocal Music	German Demon. Geom. Literature Rhetoric English Comp. Vocal Music	Chemistry Demon. Geom. Literature Rhetoric English Comp. Vocal Music	Lat., Ger.,-Chem. Demon. Geom. Literature Rhetoric English Comp. Vocal Music Book-keeping Comm. Geog.	English Comp. Book-keeping Com. Geog.
FOURTH YEAR	First Semester	Virgil Physics Literature Psychology English Comp. Vocal Music **Higher Algebra** **Homer & Prose**	Virgil Physics Literature Psychology English Comp. Vocal Music	German Physics Literature Psychology English Comp. Vocal Music	Physics Literature Psychology English Comp. Vocal Music	Lat., Ger., or Psy. Physics Literature English Comp. Vocal Music Book-keeping Comm. Law	English Comp. Book-keeping Com. Law
	Second Semester	Civil Gov't Physics Literature English Comp. Vocal Music **Trigonometry & Surveying** **Cicero - Virgil** **Homer & Prose**	Civil Gov't Physics Literature English Comp. **An Elective**	Civil Gov't Physics Literature English Comp. Vocal Music **An Elective**	Civil Gov't Physics Literature English Comp. Vocal Music **An Elective**	Civil Gov't Physics Literature English Comp. Vocal Music Book-keeping Comm. Law	Civil Gov't Book-keeping Com. Law

Subjects printed in bold face are elective, not required of those seeking diplomas.

When the writer entered high school in 1908, nothing was said about courses. Every pupil was required to take two specified subjects and two of his own choosing out of a fairly diversified list. It is possible to reconstruct accurately the required list; the elective list may not be complete:

First Year	Second Year	Third Year	Fourth Year
ENGLISH	ENGLISH	ENGLISH	ENGLISH
ALGEBRA	GREEK HIST. (I)	GEOMETRY	U. S. HISTORY
German	ROMAN HIST (II)	Medieval Hist. (I)	German
Latin	German	Modern Hist. (II)	Latin
French	Latin	German	Physics
Botany	French	Latin	Solid Geomtery (I)
Com. Arith. (I)	Physiology	Chemistry	Trigonometry (II)
Bookkeeping (II)	Advanced Algebra	Com. Geog. (I)	Typing
Manual Training	Bookkeeping	Com. Law (II)	Shorthand
Sewing	Manual Training	Typing	VOCAL MUSIC
Cooking	Sewing	Shorthand	
VOCAL MUSIC	Cooking	VOCAL MUSIC	
	VOCAL MUSIC		

The subjects printed in capitals were the required subjects; the others were elective. The writer is not certain how far through high school it was possible to elect manual training, sewing, cooking, or French. Manual training was available in many different branches, as explained in the chapter on that department. The codes "(I)" and "(II)" mean first and second semesters, respectively. Vocal music was an extra subject without credit; it was required in 1908-10, and elective in 1910-12.

By Board action of April 24, 1911, the course of study for the ensuing year was outlined as follows:

Required Subjects

	credits
English	6
Latin, German, or French	4
Algebra	2
Plane Geometry	2
History (any two year's work)	4
Science (any year's work)	2
Manual training or Household arts	4
	24
Electives	8
Total	32

The acceptable electives were commercial subjects, a second foreign language, or further credits in any subject already taken.

The Record for April 14, 1915, contained a long and detailed explanation of the revised course just adopted, effective in September of that year. It would require many pages to reprint here; therefore a brief summary of it will be given. The basic requirements of 1911 were slightly revised as follows:

Required Subjects

	credits
English	6
Latin or German	4
Algebra	2
History	2
Civics	1
Science	2
Manual training or household arts	2
Physical training	1
	20
Electives	12
Total	32

In addition to the basic requirements, each pupil was required to choose, not later than the beginning of the tenth year, some subject as his *constant*, in which he was required to make not less than six credits. If he chose English as his constant, he had to make eight credits in it.

The requirements at present (1954) are those prescribed by the State Board of Education:

	credits
English	6
History and citizenship	6
Algebra, general mathematics, or arithmetic	2
Science	2
Senior review arithmetic (unless exempt)	2
Health, safety, and driver training	1
Physical education—boys 7 semesters	3½
Physical education—girls 5 semesters	1¼

In addition to the basic requirements, each pupil must meet several other requirements:

(1) He must choose enough additional subjects to make a total of 32 credits.

(2) He must have two *majors* and two *minors*, a major being a group of six or more credits in one department, and a minor four credits.

(3) As a local requirement, he must adhere to one of the four *courses*, and if his course is business, to one of the three *lanes* in that course.

The writer is unable to say just when the idea of definite courses again came into our curriculum. It may have been about 1930. We now have the professional (a new name for college preparatory), the business, the homemaking, and the industrial courses. The business course is further subdivided into the stenographic, the selling, and the clerical-accounting lanes. These all begin in the tenth year; they are preceded in the ninth year by an exploratory course, in which the pupil may get his bearings and decide which course is most likely to fit his needs and tastes. To print a list of the required and elective subjects in all these courses would be impractical, since the official copy which is furnished to the home room advisers occupies eight closely printed large pages.

Not a great deal has been said in this chapter about the commercial, manual training, and home economics courses. Those subjects came into the curriculum much later than the academic subjects in response to needs of sufficient numbers of pupils to justify their introduction. They have therefore been made the contents of special chapters in this work.

It is not generally known that for a time we had a preparatory department, also known as the upper grammar school. We first hear of it in 1868-69 in our new building; it was still being conducted at least as late as 1876-77. Our knowledge of this arrangement comes from four sources.

The "Reports" distributed at the public examinations mention it. In 1870 we find, "Number transferred to lower departments for failing to make the grade of 65% in scholarship, 12." In 1872 it was 50% and twenty-four pupils demoted. This alone would not have been sufficient to inform us of the existence of a preparatory department, because it could mean, "Number sent back to the elementary school." We need further evidence.

The enrollment books in the records room of the superintendent's office show for 1868-69 an "upper grammar" school in charge of Miss Cynthia K. Goulding, in the high school building. Newspaper references during the same year mention Miss Goulding and also a Miss Locke.

The *Annual Reports* of the Board of School Trustees gave us some help. The 1868 report shows, between the "first grammar schools" (in the upper and lower school buildings) and the high school, an "upper grammar school" in the high school building. The 1872 report shows a "preparatory school" divided into two levels, the "first preparatory" being a higher grade than the "second preparatory." They were taught by Miss Emma Driggs (later Mrs. Emily D. Slayton) and Miss Adelia Roberts (later Mrs. Richards S. Hornbrook), respectively, both being designated as principals in the sense explained in Chapter 2.

The salary books in the same place show under 1875 and 1876 that Miss Elvira H. Eells and Miss P. C. Miller were teaching the eighth grade in the high school.

Probing into the minutes of the Board of School Trustees, we find several helpful references. On May 11, 1869, we find a petition from the principals and teachers of "the High and Upper Grammar Schools" for an adjustment in their daily time schedule. In the list of appointments of teachers for the school year 1869-70 Cynthia Goulding and Adelia Roberts were named for the first and second preparatory schools, respectively. On June 6. 1870, we find standards of promotion fixed: in the high school, 70%; probation, 65%; in the preparatory department, 75%; probation, 70%. Further minutes of the same year contain a reference to a pupil, "Master Clark of Miss Roberts' Preparatory School." On November 28, 1870, Miss Hatchett was reported as resigning from the preparatory school and the superintendent was to look for a successor. This is the only reference we have found to Miss Hatchett. For the school year 1870-71 Emma Driggs and Adelia Roberts were appointed to teach the preparatory school. During 1871-72 the enrollment in that school must have increased considerably, since we find in January 19, 1872, that "a new preparatory division under Miss Morse was formed." In 1872-73 the second preparatory school was in the Upper and Lower Buildings, probably because of crowding in the high school building. On December 30, 1873, the Board discussed the advisability of "remodeling the two preparatory schools into one grade." A search for a record of the decision was unsuccessful.

In the absence of any statement of the nature of the subjects taught in the preparatory school, we can imagine that it was a thorough review of the work of the grammar school with the objective of getting the pupils ready to pass the examination for entrance into the high school.

A similar undertaking was tried in 1923-24 when Lillian Lohmeyer (now Mrs. Henry F. Lunenburg) taught an ungraded room in Central. It is our recollection that Miss Lohmeyer had the class most of the day, teaching them their basic subjects, such as English, social studies, and arithmetic, and sending them to industrial, home economics, and gymnasium classes for single periods.

CHAPTER 19

BUSINESS EDUCATION AT CENTRAL

It is well known that the commercial course is a fairly recent addition to the high school curriculum, but we were surprised to find that it is not quite so recent as we had supposed. When we found such subjects mentioned in the middle 1890's, we thought that was the beginning; it was therefore somewhat of a surprise to find that our high school had a business course early in the 1880's. In the *Annual Report of the Evansville Public Schools* for 1882-83 we find that three parallel courses were offered, designated as *English and Latin, English and German, English and Business.*

We find that all three courses were traditional academic courses, with this exception: in the business course, bookkeeping was substituted for Latin or German in the freshman year; and grammar, civil government, and arithmetic replaced a foreign language in the sophomore year. That year ended the high school career of the business students; they did not graduate and receive a diploma, but left school at the end of two years with a certificate.

Students of school systems know that the second half of the nineteenth century was the heydey of the private business college. Every city and town had one or more. The great majority of boys did not attend high school at all; after finishing the eighth grade, or even without finishing it, they either went into apprenticeship or attended a business college for six months or a year. Only those preparing for the professions and those who had a home background rooted in the classical tradition attended high school. This early experimental business course may have been an effort to give boys and girls through the public high school as much as possible of that which the business college gave them, as well as the basic elements of an academic education. In 1882 almost exactly one-third of the pupils finishing school were following the business course, which suggests that the experiment was a success. We therefore wonder why it was not continued. It had disappeared by the time of the Annual Report of 1887-88 and was not heard of again until 1894.

The establishment of a commercial course was under consideration in 1894. We find in the minutes of the Board of School Trustees for December 13 that those men discussed a rearrangement in the office building at the corner of Seventh and Vine Streets. The plan was to move the "Deaf-Mute School" from the large room which it occupied into a smaller room, to find aonther place for the supplies stored in the smaller room, and to use the large room for the high school commercial class. On January 25, 1895, George N. Smith of Shelby, New York, was appointed teacher of commercial branches at our school. Thus we may regard the second semester of the school year 1894-95 as the beginning of the commercial department in its present form. Under the 1882-83 experiment there were no specially trained commercial teachers; members of the academic faculty taught the classes.

On January 25, 1895, an expansion of the new department was undertaken; the small room in the office building was to be fitted up as a "typewriting department." We are not told what became of the deaf-mutes. On August 3, 1896, the Board instructed the superintendent to get estimates on the cost of constructing tables for the commercial department. Mr. Smith stayed through June, 1897. During a part of that time his wife, Anna E. Smith, taught stenography and typewriting.

Our files contain a pamphlet entitled *Revised Course of Study–Evansville High School,* dated April 27, 1897. We find there two commercial courses, entitled *Complete Commercial Course* and *Shorter Commercial Course.* Both were spread out over four years, but the latter had fewer class hours a week. In the explanatory notes, we find the following statement:

> From the tabulated statement of the course of study some may be led to conclude that the Shorter Commercial Course covers four years of work. It may be completed by earnest and capable workers in much less time. Such an opportunity will be granted to those who elect this course, but thorough work will be required of all.

Mr. and Mrs. Smith may have ben trained for teaching in the business college in which each student progress at his own rate, and they may have been using a similar system with their high school students. In the general statement preceding the description of all courses we find this explanation:

> Though a Shorter Commercial Course has been added to meet a demand, students are urged to take the complete course instead. Simple certificates, not diplomas, will be granted those who complete satisfactory the shorter course.

Examining the offerings to see just how the course was shortened, we find that algebra, geometry, foreign languages, sciences, history, literature, rhetoric, and vocal music have been omitted, but English composition and civil government have been retained.

The syllabus printed for each subject sounds very thorough. The commercial arithematic, geography, and law would be worthy of a very thorough school today. The syllabus for stenography sounds almost the same as it would today. Under typewriting, we find a statement which is a little surprising: "A system of fingering is taught that requires the use of the first three fingers." In bookkeeping the single-entry system, then still widely in vogue, was taught through the use of the "sets" which are so familiar to bookkeeping students even today. Penmanship, an art highly appreciated at that time, was taught by Chandler H. Peirce, penmanship supervisor for the entire public school system. "Easy, rapid, legible writing is the end sought. Fancy work is not taught, nor is it encouraged."

In the Board minutes for January 18, 1904, we find the statement, "The three-year Commercial Course will be discontinued after this year." Old customs die hard. As late as 1927 Alta Trimble, Dean of Girls, told the writer that many a mother came to her office saying, "I want my daughter to take the short commercial course." Because they had taken it or had heard of it in their school days, they assumed that it must still exist.

Holding commercial classes in the office building was of course a makeshift and could not continue permanently. We learn from the Board minutes that it was during the summer of 1897, hence only a few months after we had moved into the north and south wings, that the basement rooms of the north wing were fitted up for commercial subjects. Many of our readers will remember when the room now known as 1 was used for commercial arithmetic; the present room 2 was the typing room; and the room now numbered 6 was equipped for bookkeeping. We had small individual tables with two inkwells for black and red ink. Each of us brought a large flat box from home, such as a suit box, in which to keep our bookkeeping "set"; that is, our journals, cash books, ledgers, balance sheet paper, and the envelopes which we opened, one at a time, to learn what the new transactions of the mock firm were. These boxes were stacked on shelves at the back of the room. The writer never knew a box to be touched by anybody but the owner. In the narrow hall between rooms 2 and 6, as they are now numbered, was a mock bank in which we made the firm's deposits; the members of the class took turns being banker. Most of us greatly enjoyed bookkeeping because it was so radically different from the traditional subjects studied out of a book and recited in class.

In 1911 a much better suite of commercial rooms was fitted up in the south basement, where rooms 11, 12, 14, and 17 are now located, and the north rooms became regular classrooms. It was probably after the junior high school moved out, about the time of World War I, that the commercial department took possession of its present quarters in the building at Sixth and Vine Streets.

During the twentieth century the commercial course has increased in popularity and efficiency. Its basic offerings have remained the same as at the beginning, with the addition of such necessities as filing, clerical practice, and the use of duplicating, computing, and dictating machines. To prepare the student for the somewhat complicated field which he is entering, a freshman subject called general business is now given and is required of those who have decided by that time that they plan to take the commercial course. It is an informational subject which helps the student to decide which of the several "lanes" of the commercial course he prefers to follow. A student who finds that he has decided wrongly can arrange a change to another "lane" or even to another course with little or no loss of credits.

The radical departure from the commercial work of a half-century ago has been the addition of a selling program. Students undertaking this branch of the commercial course begin just as the others do with general business, bookkeeping, and typing. In the junior year they change over to the selling courses in which they learn first the principles of salesmanship through study and recitation. When that basic knowledge has been mastered, they go into practical salesmanship by a plan made jointly with the downtown retail stores. Their teacher has part of the day free for making arrangements with retail merchants and for maintaining contacts with his students out in the field. The students have a short program at school, and after lunch they go to the store to which they have been assigned. Here they work as retail clerks under close supervision of senior employees who have been designated to instruct and help them. The teacher consults frequently with the senior employee and with the proprietor as to the progress of each student and his suitability for the work he has undertaken. Since the other high schools have a similar plan, a city-wide supervisor co-ordinates the program for the entire public school system with the needs of the retail stores of the community. The pupils on this program not only receive reasonable pay for their work; but, if their services are satisfactory, they also receive one credit a semester for "work experience." This selling program has naturally become one of the most popular "lanes" of the commercial course. It represents a complete readjustment of the thinking of business teachers a quarter-century ago, when it was assumed that bookkeeping or shorthand and typing covered the needs of all students planning for a business career.

CHAPTER 20

INDUSTRIAL ARTS AND HOME ECONOMICS

The curriculum of the Evansville High School, in common with that of practically all high schools in the country, was for many decades strictly academic and predominantly classical. The first break with the academic tradition was the rather hesitant introduction of a few business subjects; many years were to pass before any handicrafts became available as school subjects.

Our first inkling that such a radical step might even be considered is found in an entry in the minutes of the Board of School Trustees for October 8, 1894, where we read: "Mr. and Mrs. Cummings were present and made brief remarks on introducing sewing into the schools." No hint is given as to who Mr. and Mrs. Cummings were.

A few weeks earlier the Evansville Gas & Electric Company had installed a gas stove in a "dining room" of the high school as a three-year experiment, without cost for stove or gas. It seems more likely that this stove was for the use of pupils who came a long distance and brought their lunches than for a home economics class, because there is no hint of such a class for nearly ten years longer.

At the meeting of March 25, 1896, a letter was read from Congregation B'nai Israel suggesting that the Board buy the synagogue at Sixth and Division (now Court) Streets for a manual training school. The Board instructed its clerk to reply that inasmuch as a manual training school was as yet a thing only hoped for and on acount of present pressing demands on their funds, the proposition could not be considered. We know what the "present pressing demands on their funds" were. The high school was seriously overcrowded, and each incoming class made matters worse. It was imperative to increase the size of the building without delay. This was done the following year.

On April 28, 1897, a letter was received from Edward Barrett, assistant in manual training in the Reform School at Plainfield, recommending a course in manual training for our schools. He offered to come and look over the situation here and submit plans. The Board instructed the clerk to reply that they had had the matter under consideration for some time and hoped to be ready in the near future to enter into negotiations with the right person to the desired end.

Mr. Barrett came, made a study of our facilities, and submitted ambitious plans for a manual training course. He estimated the cost of the necessary machinery and equipment at $2260. His suggestions involved the use of the large unfinished space below South Hall. He was extremely complimentary in his appraisal of our possibilities, expressing his findings thus:

> I found conditions different than I had expected and the proposition I read to you would be a misfit in several essential points. Instead of two hundred pupils in the high school, I found

> more than five hundred; instead of cramped quarters I found an elegant high school building.
>
> That large gymnasium is the place for your manual training school, and you will need every square foot of the space to start such a school as is contemplated herein.

Since the Board was not yet ready to set up the manual training program, and Mr. Barrett had another offer under consideration, our schools had to let him go elsewhere. It was another six years before we could have used his services as organizer and director of the program.

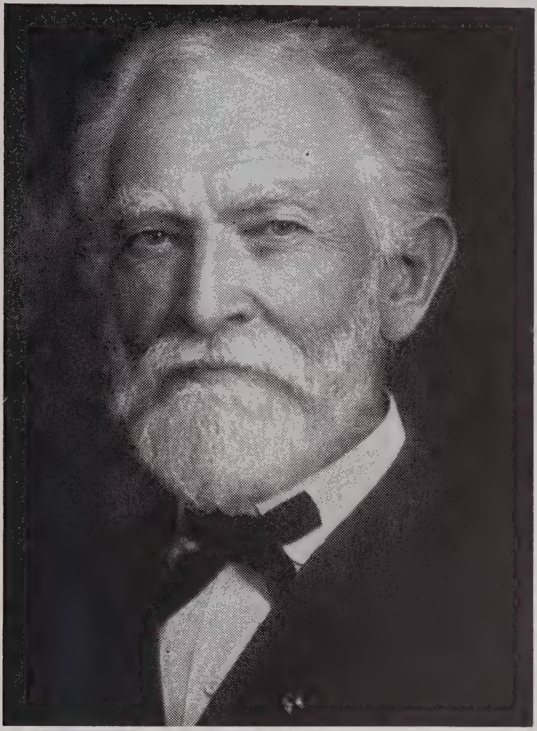
Although the Board was hospitable to the idea of manual training, it might have been many years before anything materialized but for the interest and help of one man. Major Albert C. Rosencranz, a Civil War veteran and president of the Vulcan Plow Company, was deeply concerned about industrial education for the boys of Evansville. Realizing that the great majority of the boys would perforce make their living in the industries, he was convinced that they should have a chance to get some training toward that end in their high school course. He was a man of considerable wealth and of a liberal and benevolent disposition. He also followed the precept of Holy Scripture, "Let not thy left hand know what thy right hand doeth," for he bestowed his benevolences without fanfare and insisted on a minimum of publicity for himself. Newspaper references to his many donations *imply* rather than *state* the fact of his having presented the gifts.

On January 5, 1903, a momentous meeting of the Board of School Trustees occurred. Major Rosencranz was present to discuss with the Board and the Superintendent the matter of introducing manual training. So zealous was he that he had gone around to other industrialists and solicited donations to a fund to build and equip such a school. He reported at this meeting that he had had no success in obtaining such donations, but he would do something about it himself if the Board could get a bill through the Legislature permitting the imposition of a small tax to operate the school after it was built. The clerk was instructed to write letters to W. J. Wood, secretary of the Evansville Business Association, and Samuel G. Rickwod, secretary of the Evansville Manufacturers' Association asking each organization to appoint a committee of three to meet with the Board to discuss needed legislation looking toward the establishment of a manual training school for the city. On January 12, James T. Walker, a member of the Board, reported that a draft of the proposed bill was ready to be introduced into the Legislature; the *Journal* of March 9 reported that the bill had passed and the Board could go ahead with its plans.

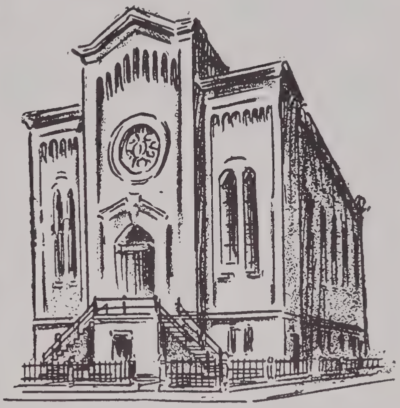
On that same day, March 9, a meeting of the Board occurred, and Major Rosencranz was present with good news. He himself had purchased the synagogue property and was now ready to deed it to the city for school purposes. He had had plans prepared for the remodeling of the building, which could now begin any time, since the needed legislation had been passed.

From this time events moved rapidly. On March 16 the *Journal* carried an article headed "Jewish Temple Property Owned by People." At the Board meeting of March 30 a letter was read from Major Rosencranz concerning his donation of Lots 1, 2, and 3, Block 34, Eastern Enlargement, the lots on which the Jewish Temple stood. He submitted plans not only for the manual training building but also for future additions by which the entire block would eventually

Our Greatest Benefactor and His Favorite Gift



Major Albert C. Rosencranz



The Synagogue, Sixth and Court Streets, as it appeared from 1866 until 1903 when it was remodeled into our Industrial Arts Building.

(*Drawing by K. K. Knecht*)

be occupied by school buildings. The Board replied thanking the major for his gift. The *Journal* the next day reported the meeting under the heading, "School Board Accepts the Deed."

On June 22 the Board examined and approved the plans for the remodeling and decided to advertise for bids to be ready July 2. The *Journal* reported the meeting under the caption, "Plans Adopted for New Manual Training School." It is strange that a careful search of the columns of both the *Journal* and the *Courier* for each day from June 22 to July 2 has failed to reveal the notice of the invitation for bids. However, on the latter date the contract was let to Anton Kessler for $18,816. The work of remodeling took longer than the Board had anticipated and it was February 1, 1904, before the building was ready for the classes to move in.

The remodeling of the synagogue was planned in such a way that the old building and the new additions fit together very well. At the front, extending out to the property line, and at the back, extending to the alley, transverse wings were built, considerably wider than the original building, giving it the shape of a huge capital "I" with the long dimension parallel to Court Street. In the front extension, the various home economics rooms were laid out; in the rear extension, rooms 189, 190, 289, and 290 were built; and the basement was arranged for shops much as it is now.

The sanctuary of the synagogue was at first left almost intact, extending two stories in height. It was used as an auditorium, as a gymnasium, and as an exhibition hall. The writer remembers attending an exhibition of "Perry Pictures" in the great hall. Since that part of the school plant had not been provided with gas lights, large oil lamps were suspended over the racks of pictures. At that time passage from the front to the back of the building on the second floor was impossible because the great hall intervened. When the present auditorium and girls' gymnasium were built the old hall was done away with when a second floor was laid and the narrow rooms, 183, 184, 283, and 284 were partitioned from the available space.

Shortly after the fire of 1948 the writer made a tour of the upper regions of the old building with Ray Reel, foreman of the painters who were reconditioning the building, and made observations which gave him a clear understanding of the manner in which the old structure fits into the present arrangement. He found that a false ceiling had been built, reducing the extreme height of the old sanctuary by about eight feet and providing an extra story for the subsequent electric wiring. He further found that the ornamental ceiling of the sanctuary had been left in place. The pattern was made up of large and small squares, certain of them containing pressed disks of papier-mache. At four points in the great room huge stalactites turned from heavy wood were suspended. The Moorish ensemble made a very pleasing effect.

From the windows of the chemistry laboratory (room 308) one can see the pitched roof of the synagogue and the general pattern of the original building and of the additions. From Court Street one can see the original windows of the synagogue with their Moorish ornamentation in the brickwork. The round tops have been squared off and the windows divided at half their height.

The writer well remembers the synagogue prior to 1903. It was a very pleasing building with its tall windows and simple brick ornamentation. An iron fence enclosed the property, and an iron stairway led from both sides up to the main entrance. The present level of the first floor is that of the sanctuary. The congregation faced toward Seventh Street and the writer conjectures that the altar stood at the east end of the corridor between rooms 183 and 184.

The front wing, along the property line, furnished the style eight years later for the external appearance and the floor level of the "junior building" at Sixth and Vine Streets and for the corridor beneath the auditorium connecting the two buildings. It may not be generally known that the manual training building constitutes the oldest part of the Central plant, being two years older than the original Seventh Street building.

The minutes of the Board for October 15, 1908, contain the following significant record:

> The clerk was instructed to place on file the Abstracts and Deeds of Lots 1, 2, and 3, Block 34 Eastern Enlargement, (Synagogue B'nai Israel) bought by Major A. C. Rosencranz, May 1, 1902, and donated to the School City of Evansville March 10, 1903, Lots 4 and 5, Block 34 Eastern Enlargement, (E. Q. Smith property) bought also by Major Rosencranz, April 23, 1907, and donated to the School City of Evansville, Sept. 21, 1908—the purchase and donation by Major Rosencranz being made to promote and encourage Industrial Education.

The "E. Q. Smith property" referred to is the space where our auditorium is now located.

On November 23, L. D. Darrow was appointed to take charge of the new school "for the remainder of the year." He stayed through June, 1907. Mr. Darrow appears to have been a very highly regarded school man. He was consistently referred to as "Prof. Darrow," not only in newspaper headlines, but even in the Board minutes. He received a salary just a bit less than that of Principal Robert Spear and considerably more than that of high school heads of departments or supervisors. It appears that for a while the Board contemplated making the manual training school a separate institution or at least a "division" of the high school. ranking higher than a mere department. The *Evansville City Directory* for several successive years gives a listing which implies a distinct status for the school:

> 1904, 1905, 1906, 1907—Evansville Manual Training School corner Division and Sixth, L. D. Darrow in charge.
>
> 1908 and 1909—Evansville Manual Training School, Channing W. Gilson in charge.
>
> 1910—Evansville Manual Training School, 2-6 Upper Sixth St. (No name of principal or person in charge.)

About 1908 or 1909 the eighth grade pupils of all city schools made the trip once a week to the manual training building, one school at a time, to use the facilities available there. By Board vote of October 9, 1911, an unusual arrangement was made. The eighth grade pupils of Assumption School were given permission to participate on the same basis as those of the public elementary schools.

The high school students did not take to manual training and household arts so enthusiastically as Major Rosencranz had hoped. Consequently, in 1911 the Board made a requirement of four credits in those subjects for graduation. College preparatory students and their parents found this requirement distastful and the Board recognized their argument, yet it wished to maintain an enrollment in the new school worthy of its facilities. It therefore attempted in 1914 to carry water on both shoulders by retaining the requirement but making available a form of request to be filled out and submitted *to the Board*, not to the principal, applying for permission to substitute other subjects for the required manual training. It was not until about 1920, when the strengthened compulsory education law brought into high school large numbers of pupils who had no taste for "book learning" and no overweening desire to be in school at all, that the enrollment in the manual training subjects met the hopes of its founders.

The original subjects in the section for boys were wood turning, cabinet making, sheet metal work, automobile mechanics, and drafting. The smithy with a real forge and other equipment were excellent for the time. Machine shop work, electric wiring, clay modeling and firing, and photography have been later additions.

In the same department, but of a different character, is the work of the print shop. Printing was begun at Central in 1916 when the Board purchased an outfit costing $727. Betram B. O'Neale was the first teacher, remaining two years. Then came Edward N. Morrisson, who stayed only one year. He was succeeded by

Learning a Skilled Trade

A Class in Woodwork

George E. Ruddell, who held the position from 1919 until his sudden death in 1934. Arthur Golden came in 1935, and Aner Adye, who had long been manual training teacher at Columbia School, has been our printing teacher since 1946. The print shop has been of extreme value to the school for printing tickets, programs, posters, booklets, and schedules of all kinds. The boys make up *The Centralian* each week and send the locked forms to a commercial printer.

The girls' subjects began in 1903 with simple cooking and sewing. The original "cooking" has been extended to include a scientific study of foods and the artistry of meal planning and serving. "Sewing" as it was originally taught now includes an understanding of textiles and the artistry of styles and the intelligent planning of one's clothing program. Such subjects as family living, family relations, home nursing, and child care show how much the original concept of the functions of the department has been expanded.

In 1914 the Board decided to introduce manual training and home economics into the upper grades of the elementary schools. To that end they employed two teachers for the boys' subjects and two for the girls'. The teachers at first made the rounds of the elementary buildings, the schedule being such that each class had a period once a week. The program has since grown to such importance that every pupil in the sixth, seventh, and eighth grades has a period each day.

The names under which these departments have operated have been numerous and subject to frequent changes. For the boys, the departments have been

A Class in Advanced Foods Learning the Social Amenities of a Dinner Party

called manual training, vocational education, vocational training, and industrial arts. For the girls, the names have been domestic science, household arts, home economics, and homemaking. The changes of names may be due merely to whimsy, or they may signify an altered concept of the functions of the departments.

We have referred earlier in this chapter to the magnificent gift of Major Albert C. Rosencranz. He did many more things for our school of which the public knew nothing or to which it attached little significance. In equipping the manual training building, he personally paid, it is believed, for many items which never came before the Board. When the Sixth and Vine Street building was erected, the present engine room was also built and dynamos were installed to furnish power for the manual training machinery and lights for the entire building. A tradition grew up that the major had donated the dynamos; the belief is strengthened by the fact that the writer has not found any record of an appropriation by the Board to pay for them.

As recently as 1908, there stood opposite room 101, fronting on Seventh Street, a former drug store in a disreputable state of dilapidation. It had become a veritable slum for many low-income families. Major Rosencranz was distressed to see such an eyesore across from his favored institution, the Evansville High School. Consequently he bought the property, had the old shack demolished, and built the Albion Apartments, named for Albion Fellows Bacon, an early alumna of Central who had made her life work the improvement of living conditions for the under-privileged. During the next two years he bought the opposite corner and put up Rose Terrace and the Van Cleave Apartments.

The foregoing facts are public knowledge; but the writer has discovered a number of items of information not known to the public from which some fine human-interest stories could be written.

In 1913 Major Rosencranz, then on the Board of School Trustees, and another member, the Reverend J. U. Schneider, favored cancelling the insurance on Blankenburg (now Cedar Hall) School because they believed that the companies were demanding exorbitant premiums. The third member, Marcus S. Sonntag, a banker, agreed that the rates were too high, but objected to cancelling because of the risk involved. The major had written into the minutes a statement to the effect that in the event of a fire at Blankenburg he would personally cover the loss up to $8000, the face of the policy being dropped.

During the Christmas holidays of 1913-14 the silverware of the home economics department mysteriously disappeared. The minutes say it "was lost." Major Rosencranz offered to replace the silverware. "The Board accepted the offer with thanks." On another occasion the dining room in which the cooking classes learned to serve meals needed a rug. Major Rosencranz donated one. Several years earlier, two primary schools for colored children were in need of clocks. The minutes say enigmatically, "Major Rosencranz will take up this matter." Anybody who knew the major as the writer did needs only one guess as to the method by which he "took up the matter."

Major Rosencranz was just as liberal toward his church, Trinity Methodist, as he was toward the public schools. He returned from the Civil War to find the congregation just moving from the little church on Locust Street into the first unit of the huge new church at Third and Chestnut Streets. Every effort was being made to raise funds to pay off the debt. The major was at that time not a man of wealth; as a result of his being away on military duty so long he was almost without means. Yet when he received his back pay of a thousand dollars, without hesitation he endorsed the entire amount over to his church as his contribution.

In the vestibule of the manual training building appears a bronze tablet which expresses the purpose which Major Rosencranz had in mind when he did so much toward making possible the new building and the new department. The inscription reads as follows:

THIS MANUAL TRAINING SCHOOL
WAS FOUNDED TO
PROMOTE GOOD CITIZENSHIP.
SOLELY WITH THIS END IN VIEW
MAJ. A. C. ROSENCRANZ
DEVOTED SUSTANTIAL AID.

Major Rosencranz was just as deeply interested in the erection and purpose of the junior high school as he was in the manual training school. At one time the former bore the name, "Rosencranz Junior High School." Because the designation no longer fit after the eighth grades moved back to the elementary buildings and the whole plant became Central High School, the name was dropped without public announcement. Over the door at Sixth and Vine Streets, high above the semicircular window, the name "Rosencranz" formerly appeared on the tablet where now a single "C" signifies Central.

There was a time in the 1920's when we had a wave of naming schools for individuals. The results have proved of dubious value. The writer hopes, however, by thus elaborating on the many quiet benevolences of Major Rosencranz, to make sure that the numerous generous acts of Central's greatest material benefactor will not be forgotten.

CHAPTER 21

VOCAL MUSIC AT CENTRAL

By Patricia Winstead, Class of 1955

From the beginning of the Evansville public school system until 1867 music was taught in the elementary schools on a voluntary basis. Teachers who felt qualified to teach singing placed considerable emphasis on the subject. Those who did not consider themselves sufficiently gifted did not do much with it. Vocal music was the only type taught because of the expense involved in buying instruments.

We do not have very definite records as to the amount of time spent on music in the early days of the high school, but we know that the students sang. The programs of the semiannual public examinations contain such statements as "The various examinations will be interspersed with music." We further know that they sang, because we have a list of high school textbooks for sale by the firm of Dobell & Lister in 1857. Two of the required books were *School Hymns* and *Singing Bird.*

From the old programs in the files of the school we know some of the songs sung by the student body and graduating classes in chapel and commencement fifty years ago. They sang religious anthems such as "Holy Lord God of Sabaoth" and "Zion Awake!" We find sentimental songs listed; for example, "When Shall We Meet Again!" and "Down in the Dewy Dell." Songs from operas were sung, including "Anvil Chorus," "Gypsy Chorus," and "Daughter of Error." Since many of our students were from German homes, they enjoyed singing German songs such as "Fruehlingslied," "Morgenwanderung," and "Es zieht der Lenz."

In 1867 M. Z. Tinker was appointed the first instructor of music in the high school and supervisor in the grades. When his work in the grade schools began to claim too much of his time, it became necessary to relieve him of his high school teaching. Louis F. Burnett was appointed in 1908 to teach vocal music in the high school.

Mr. Burnett was a private instructor in voice who was willing to come to the high school for a short period on music days. He was therefore not an actual member of the faculty. His two immediate successors held their positions on the same basis. In September, 1912, the music teacher became a member of the faculty and was present all day. The first such teacher, Chloe Stoneking, filled out the day with drawing and expression. When Miss Stoneking was succeeded in 1914 by Martin B. Chenhall, the latter taught the vocal music classes and also directed the newly-organized band. His production of *Princess Zara, Maritana,* and *The Hermit of Hawaii* showed his directing ability at its best. As the enrollment in both vocal and instrumental music classes increased, the time eventually came when the teacher of vocal music had a full day of work in that field.

The Original A Capella Choir, 1929-30

Front Row: Marian Moehlenkamp, Vera Grant, Louise Schellhase.

Middle Row: Unidentified, Ruth Waitman, Catherine Nave, Virginia Stufflebeem, Mary Louise Heuwinkel, Ada Hudson, Louise Goldsmith, Marjorie Leaf.

Top Row: Lois T. Hadley, Kenneth McCutchan, Leo Heim, Marius Risley, Reuben Waitman, Edward Dauble, Milford Owen.

For over half a century music was taught during the period called "Chapel," similar to the present extracurricular period or "E.C.A." It was required of all pupils, but no credit was given. In 1912 music and drawing were made electives, with three lessons a week, with one-half credit a semester. Pupils could take as many semesters as they wished, but could count only one credit toward graduation.

Andrew T. Webster will long be remembered for the way in which he taught his pupils. He took pains with them as he would in his private studio. He developed in small groups and ensembles a share of the fine musical sensitivity which he himself possessed.

Because of her wonderful operettas Lois T. Hadley is probably one of our best-known vocal teachers. In 1939, under her direction, a "C" was presented to seniors who met certain requirements. This award is still given annually to a selected number of seniors who have shown sustained interest and ability in vocal music.

A list of the various levels of vocal music taught today at Central shows to what extent the interest in the subject has increased. Freshmen may elect either junior mixed chorus or junior girls' chorus for one-half credit. Sophomore girls may enroll in girls' glee club, and sophomore boys who pass a vocal test are admitted to the "B" division of concert choir. Girls may continue in girls' glee club as juniors or if they pass the required vocal test they may enroll in the "B" division of concert choir. Junior boys are eligible for either division of concert choir. Seniors who show a high degree of ability and interest and who have taken two or more previous semesters of vocal music are eligible for concert choir "A." Individual adjustments for particular circumstances are often made.

The giving of public musical programs by our school began almost as soon as we had a place in which to give them. On December 18, 1868, less than four months after we had moved into our own building, our student body rendered a concert in the High School Hall on the third floor, a program of which has been preserved at the Willard Library. We can imagine the joyful buzz of greetings and courteous comments that evening, one week before Christmas, as the proud parents of the members of the cast, their relatives and friends, and all musically minded people of Evansville mounted gaily to the great hall. After the four hundred chairs were filled, the rest of the audience gladly stood, happy to be present at such a momentous occasion. The open gas jets were much more up-to-date than the suspended oil lamps with which most public halls were lighted. Everybody was eager with anticipation; the buzz subsided as each took the opportunity to read his program, which was worded as follows:

Grand Concert

By the Young Ladies of the High School, at
High School Hall
Friday Evening, Dec. 18, 1868

The Young Ladies of the High School will give a concert in the High School Hall, on the above evening, for the purpose of purchasing a Piano for the use of the Building. The selection for the occasion is Root's Beautiful Cantata,

"The Flower Queen"
or the
"Coronation of the Rose"

Argument.—The Flowers met in a secluded dell in the forest, to choose a Queen. A person, discontented with the World, seeks in same place, retirement from its cares and disappointments. The Flowers tell of love and duty, and the Recluse—learning that, to fill well the station allotted by Providence, is to be happy—resolves to return again to usefulness and contentment among his fellow creatures.

M. Z. TINKER .... **Conductor**
Prof. VON ROY .... **Pianist**

Now follows a list of "Personifications"–the Recluse, the Rose, the Sunflower, the Crocus, and a great many more. Among the names of students taking the parts we note those of Mary White, later Central teacher; Tillie Decker, later elementary school teacher; Kate Hornbrook, daughter of Philip Hornbrook and later Mrs. Hayes; and Hattie Durham, later teacher at Carpenter School. We note one lonely boy among all those attractive girls: *Master* Philip Baker. How out of place he must have felt!

After the list of characters we find the acknowledgment, "The Piano Forte used on this occasion is from the Music House of G. W. Warren, No. 61 Main Street." The time is given thus: "Doors open at 7; commence at 7½ o'clock."

Front Row: Louise Froelich, Thelma Williams, Lillian Anspach, Geneva Anspach, Cleo Kiethly, Helen Ritchel, Margaret Miller, Fern Newbeck, Valeda Huck, Faye Kingsbury, Louise Goldsmith, Eloise Fulks, June Hudson, Susanna Goldsmith, Fern Frick, Rachel Jester, Dorothy Nave.

Top Row: Fred Wessel, Paul Ritchel, Rice Kello, Milford Owen, Edwin Reysz, Leo Gentry, Lois T. Hadley, Harold Thomas, Morris Cox, Curtis Pavey, Paul Henrich, Robert Meckel, Ray Schatz, Meyer Greenberg.

G. W. Warren, proprietor of the music house, was the director of the famous Warren's Band which played for all patriotic rallies during the Civil War and which encouraged the regiments camping here on their way to the battlefields of the Cumberland and the Tennessee. It inspired many a homesick, wounded soldier on his way from one of the five military hospitals in Evansville to a convalescent camp farther north. For two generations it played for every Fourth of July celebration, for every Memorial Day ceremony, and for every civic parade. Mr. Warren was now rendering one of his well-known courtesies to our high school. It is to be hoped that the young ladies reaped an ample profit with which to buy an instrument for the school from the music house at 61 Main Street, between Second and Third Streets.

Calling the high school girls "young ladies," the synopsis the "argument," the cast of characters "Personifications," the boy "Master," the piano the "piano forte," and 7:30 P.M. "7½ o'clock" are all very typical of usages prevalent at the time we had just occupied our new building. Making an extensive study of programs, newspapers, and letters of nearly a century ago enables one to relive the times so vividly that quaint expressions begin to seem natural.

In 1876 the entire United States was celebrating the Centennial of the Declaration of Independence. A grand World's Fair opened in Philadelphia, and suitable observances were held in many cities. The Evansville High School contributed a "Centennial Concert" in the High School Hall on December 21, 1876.

The first operetta presented by the Evansville High School of which we have definite evidence was *Bulbul,* under the direction of Chloe Stoneking in 1914. From then on, sometimes with the help of the faculty and parents, students have presented many famous operettas such as:

One of Our Outstanding Operettas

"The Mikado," Presented in 1934, Directed by Lois T. Hadley

Pinafore	1920, 1924, 1931
The Mikado	1921, 1930, 1934
The Pirates of Penzance	1923, 1940, 1950
The Singer of Naples	1951
The Merry Widow	1952
The Fortune Teller	1953

Besides operettas the music classes present annual spring concerts, minstrels, and Easter and Thanksgiving programs and furnish the musical parts for the Christmas pageant.

In 1932 the a capella choir (now called the concert choir) won first place in both the Tri-State Festival and the May Festival at Terre Haute.

The next year the choir represented Indiana at the National Conference of Music Supervisors at Grand Rapids, Michigan.

At the Indiana State Federation of Music Clubs contest in 1934 Central's choir won two first prizes, and in 1938 the choir was chosen to represent Indiana in the National Music Festival in St. Louis.

A complete list of vocal music teachers of our high school will be found in Appendix A.

CHAPTER 22

INSTRUMENTAL MUSIC AT CENTRAL

By Chalmer West, Class of 1955

Instrumental music made its appearance in Central High School in 1899 when a senior mandolin club played for the commencement exercises. As early as April 13, 1903, according to minutes of the Board of School Trustees, funds were appropriated for music for the high school orchestra. Leonard Young, principal of the school from 1907 until 1910, states that before the instrumental department became curricular, Horace Tingley, an industrial arts teacher at Evansville High, organized a school orchestra as an extra-curricular activity. It was made up of students who enjoyed playing. Mr. Tingley himself played the bass violin in this orchestra, which provided music for the faculty-senior receptions and for other occasions.

Instrumental music became a part of the regular curriculum in 1913. In the fall of that year the orchestra was offered as a half-credit subject with Chloe Stoneking as its first director. The orchestra that year consisted of twenty-eight members.

Martin B. Chenhall came to Evansville High School in the fall of 1914 and like Miss Stoneking became a full-time music teacher. He taught orchestra and vocal music and organized Evansville's first high school band. This band of forty-four members including three girls—Ruth Broadwell, Letha Knapp, and Erna Petersen—was different from other high school bands of its time in that it had uniforms. These first uniforms were of the cadet style. Gold hat bands and the word *Evansville* decorated the brown hats. Gold piping edged the high-collared brown coats, and gold stripes ran down the seams of the brown trousers. The Evansville High School band made it first appearance in chapel. In 1916, during Mr. Chenhall's period in Evansville High School, the band made a public appearance at the Indiana State Centennial celebration in Corydon, going by chartered train to the site of the first capital of Indiana.

After the departure of Mr. Chenhall in the spring of 1917, the Evansville High School orchestra was conducted by a number of part-time directors who had other occupations as well. Mr. Chenhall was replaced as band director by Paul Baldwin. Mr. Baldwin, a mathematics teacher in Evansville High from September, 1912, directed the band as an extra-curricular activity from the fall of 1917 to the spring of 1924. He brought the band membership to fifty in 1922, a record until 1930, when the band membership under Frank Weirz reached sixty. It was during Mr. Baldwin's stay at Evansville High that the band made its first appearance at an out-of-town football game: they accompanied the team to Vincennes.

After Paul Baldwin went to Baker School as principal in the spring of 1924, the band, as well as the orchestra, was directed by several part-time directors

Central's First Band—1915

until the fall of 1932. Under one of them, Frank Weirz, the band, in 1929, waged a campaign for new uniforms and succeeded in acquiring handsome ones with beautiful loose capes. At the Vincennes sectional in the spring of 1930 the band played its way to a Division II rating. During Mr. Weirz's stay from the fall of 1929 to the spring of 1932 the band played at the intra-city basketball and football contests, at the city grade schools, and at Central's spring music concerts.

In the fall of 1929 Lois T. Hadley became the first full-time music teacher at Central since 1917. She taught both the orchestra and the vocal classes. The 1933 orchestra under Miss Hadley was the largest up to that time. Its membership of fifty stood as the largest until 1938, when Wesley Shepard raised it to sixty-nine, a number which has not been exceeded. Central's 1933 orchestra took a Division III rating in the Tell City District Band and Orchestra Contest. Under Miss Hadley from the fall of 1929 to the spring of 1936 the orchestra played for school operettas, scholarship banquets, assemblies, and plays. It also played for the Musicians' Club, several grade schools, and the high school Parent-Teachers Association.

Paul Yoder, in January, 1933, became Central's first full-time band leader since 1917; and during his stay from January, 1933, to the spring of 1936 he brought a new activity, now a tradition, to Central: in the spring of 1934 he organized and presented the first "Big Broadcast." It was so successful that another was produced later in the spring of the same year. Since 1934 the "Big Broadcast" has become an annual production at Central. Under Mr. Yoder the band became a well-managed, self-disciplined organization and in 1933 won prizes for being the best uniformed and best marching band in the Bloomington

The Best Uniformed Band in Indiana—1935
Consisted of 70 Pieces; Paul Yoder, Director

Band Contest. In 1934 it won a cup for being the best marching band in the Tell City Band Contest.

Carl F. Jebe in 1937 became the director of both the band and the orchestra. Thus he became the first teacher since 1917 to direct both organizations. From the first presentation of the "Big Broadcast" until the coming of Mr. Jebe the band and orchestra provided background and special music for the production, but in 1937 the Central High dance band directed by Mr. Jebe played several selections for the "Big Broadcast." The student director of this twelve-member band was Elmer Egli. Mr. Jebe played bass violin in the organization. In the state band contest in the spring of 1937 the band took a Division I rating. A girls' band was also a part of the curriculum in 1936.

In the fall of 1937 Wesley Shepard became the Central band director, and Alvin Ahrens took over the job of directing the orchestra. The bands and orchestras under these men from 1937 to 1943 were the last to be conducted by separate directors. In 1943 the present plan of having one director to lead both band and orchestra was adopted. The year 1938-1939 was memorable for an all-time high of 102. The band members, clothed in new gold and brown uniforms, took many awards in the state and national solo and ensemble contests. Central's band also participated in the All-City Band Concert. The 1938-1939 orchestra under Mr. Ahrens won a gold cup for being the best appearing orchestra in the State Orchestra Contest. They wore Russian style gold blouses

The Central Orchestra in 1930

with gold buttons along one side. The orchestra gave concerts in the school, one in Terre Haute, and one for a meeting of the Brotherhood of All Faiths.

In the school year of 1939-1940 the band under Mr. Shepard for the first time in the history of the school used cap lights in a band show at a football game. The band maneuvers of the next year were distinguished by the use of five hundred cap and instrument lights. These lights were discarded later because of the size of the batteries required to keep them burning. In 1940 twenty-nine Central students were recommended for the national solo and ensemble contest. One of the outstanding instrumental students in the history of Central was Curtis Begert, a very talented violinist.

After the departure of Mr. Shepard and of Mr. Ahrens in 1944 Harry Hart became director of both band and orchestra. Mr. Hart held the directorship until the return of Mr. Shepard from the army in the fall of 1945. Under the leadership of Mr. Hart the band and the orchestra were very active. In 1944-1945 the band played in twenty assembles, at nine football games, and at half the basketball games and marched in the Armistice Day parade. The orchestra performed ten times; and the dance band played for eighteen special events, dances, and assemblies.

Burnell Smith, the present band and orchestra leader, came to Central in the fall of 1947. Mr. Smith, in the years from 1947 to 1954, has led Central bands in parades, at football games, in assemblies, and in concerts. He has turned out some fine musicians. A few of them are Ronald Rayburn, Frances Huff, and William Parish. Ronald and William played the euphonium, and Frances played the French horn. In 1949 the band under Mr. Smith played for President Truman's visit to Evansville; and this year, 1953-1954, the band has won a prize as the best marching unit in the Fire Prevention Week parade. Since 1951 Kurt Schuster has been special string instructor at Central and at the other public high schools of the city. He gives private coaching to groups of string musicians released occasionally from other subjects.

Since its organziation 1914 the band has always been in demand to play for assemblies, athletic contests, grade schools, clubs, luncheons, civic meetings, and parades. It has also given many concerts. When the band plays, it never fails to make a good impression on its audience. The orchestra, like the band, is frequently in demand and has provided stirring background music for plays and operettas and music luncheon clubs and school assemblies. An annual Central High School occasion is in the Spring Concert presented by the combined band and orchestra. In alternate years the grade schools are entertained by the band and the orchestra. One or the other appears nearly every October at the meeting of the South Division of the Indiana Teachers' Association. The "Big Broadcast" is always an interesting, entertaining variety show in which the instrumental music department every year offers beautiful music and interesting novelty and comedy acts. The present band numbers seventy-nine, twenty-eight being girls. The smallest band in school history was that of 1917-1918 and was comprised of only fifteen members. The smallest orchestra, that of 1918-1919, had only sixteen members. Thirty-seven make up the present orchestra.

A complete list of instrumental music directors at Central will be found in Appendix A.

CHAPTER 23

THE STORY OF DRAMATICS AT CENTRAL

By Bette Starkey, Class of 1955

Paint and stage crews, props committees, lighting, tickets, costumes, actors, actresses, and a faculty director make today's school productions possible. Through the past fifty years many can remember working hard to present an outstanding production as their class play. Enthusiastic energy and full cooperation have helped make Central's dramatic activities widely known and keenly anticipated.

An edition of *The High School Record* for April, 1898, tells us that a senior play, "All That Glitters Is Not Gold," was presented on March 22 that year in the Grand Opera House (now the Grand Theatre). Permission for the production was granted by Principal Robert Spear after he had consulted the faculty. Apparently at that time the stamp of approval from the School Board was not necessary. Robert Taite offered his services as director. The cast of characters included Harry R. Davidson, Sam A. Whistler, George A. Abbott, Ole Olsen, Cornelia Maier, Gertrude Mannheimer, Beulah Damron, Will H. Jenner, and Sol Brentano. Other members of the class performed as servants and guests.

Although it is possible that other senior class plays were presented before 1898, a class play was not considered a "must" by graduating classes before 1904.

Let us go back to November, 1903. The scene is a school board meeting. Today the board members, Marcus S. Sonntag, Alfred W. Emery, and James T. Walker, are discussing a request from the senior class of the Evansville High School to present in the Grand Opera House a play instead of the usual type of commencement program featuring essays and orations. Some prefer to keep the commencement exercises the same as in earlier years and advise giving the play at another date. After discussion the members settle the date and place for Central's senior play as January 21, 1904, at the Grand Opera House. *The Rivals,* an eighteenth century comedy by Richard Brinsley Sheridan, is the chosen play, but the program of senior events does not name the director.

Several of Central's succeeding senior plays were staged away from the school because at that time we had no auditorium. Usually they were held at the Opera House, but in 1912 the seniors presented a series of Irish plays. "The Workhouse," "The Hour Glass," and "The Twig of Thorn," in the open air theatre in Oak Summit Park, now the western half of Mesker Park.

Plays and other dramatic activities were becoming very popular, and in 1913 a senior play, *Little Women,* under the direction of Rose B. Joslin was presented in Central's newly completed auditorium. "An Evening at the Old Plantation," a gala pageant under the direction of Miss Joslin, was given instead of a play by the class of 1916. *The Tempest* by William Shakespeare was given in November, 1916, commemorating the tercentenary of Shakespeare's death. In No-

"The Piper"—1930

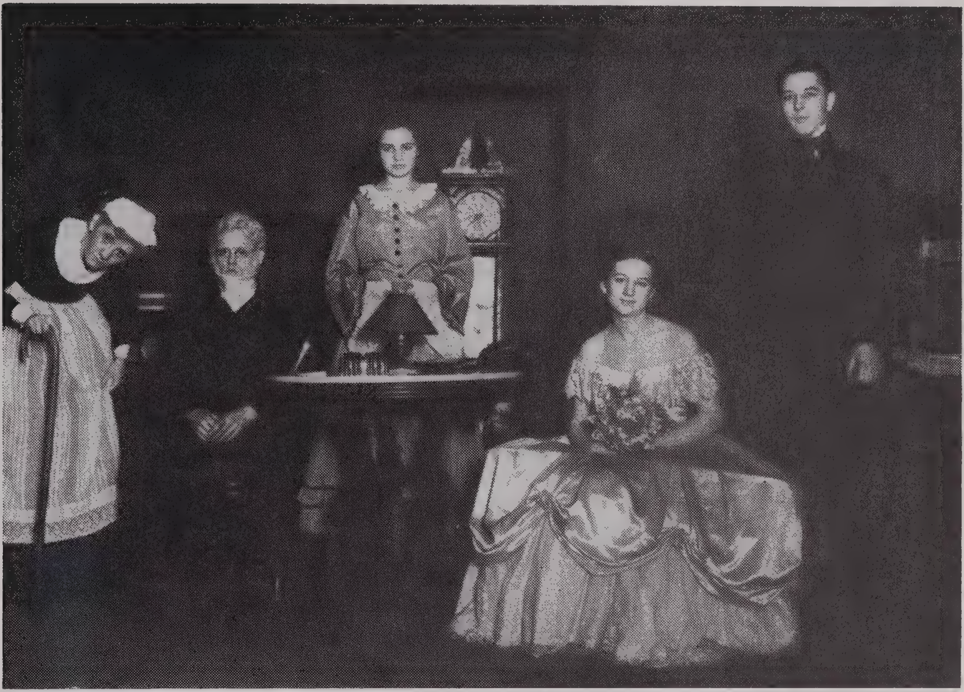
"Berkeley Square"—1933

vember, 1923, a special pageant based on Shakespeare's plays was presented. During this particular pageant pupils and faculty members from both Central and Bosse took part. During the years of 1911, 1912, 1915, 1919, 1920, and 1921 a series of plays or a single play and an extra short play called a "sketch" were given by senior class members.

In September, 1919, The "Would-Be Dramatic Society," a club open to those who were interested in dramatics, took its place in the school under the leadership of Miss Joslin. It assumed the responsibility of presenting the Christmas pageant, "Why The Chimes Rang," and other plays. On December 16, 1927, the "Would-Be's" participated in the second annual "Little Theatre Society of Indiana High School One-Act Play Tournament," presenting "The Maker of Dreams" by Oliphant Down.

By 1920 it was not at all unusual to have at least one of the clubs present a play for the student body or maybe even for the public. The German, Spanish, French, Literature, and Latin Clubs were the most frequent performers. Along with plays given by the clubs and the language and dramatic groups a presentation commemorated the three-hundreth anniversary of the coming of the *Mayflower.* It was written by Helen Doty, an instructor in the history department. A short-lived organization called the Rostand Club presented a dramatization of *The Rime of the Ancient Mariner* at Evansville College in 1926.

Latin Play, "Anthony and Cleopatra—1928



"The Brontes"—Played for the First Time in America, 1934

H. Sigurd Humphreys was president and student director of the club. Roland Leich composed and performed incidental music to accompany the action and choral speaking of this dramatization of Coleridge's poem which had been inspired by Eugene O'Neill's adaptation of the poem for dramatic presentation in New York. The students who worked on the project were all juniors in Central, who had read the poem in an English class.

The roaring twenties came to a close in Central's dramatic world when the class of 1929 presented *Trelawney of the "Wells"* under the direction of Miss Olema Mote, who came to Central in the fall of 1927 replacing Miss Joslin.

To create more interest in dramatics a one-act play-writing contest was held during the 1931 school year. The winner was Lewis Beech.

The year 1934 was a record-breaking one for Central: the senior class presented *The Brontes* by Alfred Sangster. This was the first time that the play had been produced in the United States. "Central led again." In the early spring of 1934 the junior class stepped into the theatrical spotlight when members presented Booth Tarkington's *Seventeen* under the direction of Miss Mote.

In February of 1935 a special play to create a scholarship fund was produced by Miss Mote. Profits from junior class plays in 1936 and 1937 also went into this scholarship fund.

E. A. Hensley took his place in 1936 as director of the now annual junior class play when members of that class presented *The Goose Hangs High.* Mr

Hensley has since directed every junior play with the exception of three during World War II, when he served in the armed forces. During those three years Mildred Brown, now Mrs. Walter J. Wahnsiedler, directed *Tom Sawyer* and *Little Women,* and Miss Mote presented *Dear Ruth.* Junior class plays have become with senior plays and the Christmas pageant part of Central's dramatic traditions. Commenting on those which he has directed, Mr. Hensley reported that he liked best the following: *Growing Pains,* 1948; *The Divine Flora,* 1949; *Home Sweet Homicide,* 1950; and *Sky High,* 1953.

"Then Came High School" was the title of a pageant in 1935 recognizing the three-hundredth anniversary of public education in America.

Hollywood glamour came to Central during 1938, 1939, and 1940. It was then that the Photoplay Club sponsored by Maryland Blackburn filmed their own plays which were projected in the auditorium. Titles of the films were "Central Is Ever Thus," 1938; "Curses! Foiled Again!" 1939; and the final production of 1940, "Does My Slip Show?"

Miss Mote wrote, designed, and produced a religious pageant at Christmas in 1942. This pageant of the Nativity is so beautiful and impressive that it has become our annual Christmas performance.

Dramatics instructors and classes have aided other departments in staging successful productions.

Plays have changed their style, staging, and casts many times during the past fifty years; however, no cast member during that time will forget the excitement of opening night. Playing a very special part in the celebration of Central's one-hundredth birthday our dramatic groups have once again presented worthwhile entertainment. November, 1953, marked the twentieth anniversary of junior class plays when the Class of '55 presented *Sky High* under Mr. Hensley. The rollicking senior play, *Goodbye My Fancy,* presented by the Class of '54, under Miss Mote, marks a half century of plays given by senior class members. Bringing 1954 to a close, Central's Centennial year, a pageant under the direction of Miss Mote will be staged in May. History of our country, city, and school will be spotlighted at that time.

Thus the curtain closes, leaving behind a path of progress and memories never to be forgotten.

CHAPTER 24

SIXTY YEARS OF ATHLETICS AT CENTRAL

From the founding of the Evansville High School to the erection of the Sixth Street building in 1912, the athletic program of the school was extremely limited. The only such activity offered within the school was called physical culture and was chiefly calisthenics. It was elective and carried no credit. At the meeting of the Board of School Trustees on August 13, 1895, a quantity of wands were bought. At some later date, dumbbells were added. By the early years of the twentieth century, a limited amount of gymnasium apparatus such as ladders, horizontal bars, and punching bags was available, but we had no real gymnasium. Physical education was carried on in a makeshift combination gymnasium, auditorium, and exhibition hall in the remodeled synagogue. In the floor of rooms 183 and 184 some iron devices can still be seen which were used to anchor athletic equipment. The activities were for boys only and were carried on twice a week. The director was Julius Doerter, supervisor of physical culture for the entire school system. The minutes of the Board of School Trustees give us very little light on gymnastic activities of those days, and the daily newspapers said nothing because there was nothing to say.

When the main Sixth Street building was planned in 1911, the idea of a real gymnasium was a part of it. The result was the present girls' gymnasium. When it was first occupied in 1912, it ranked as the largest and finest school gymnasium in Indiana, if not in the Middle West. The playing floor was at that time considered unusually roomy, and the equipment, which now seems antiquated, was extremely modern. The room was divided into three levels: the lowest story was the playing floor; the highest story was the running track; and the middle story was a spectators' gallery, which has since been removed. It held perhaps two hundred people who looked down upon the players much as they do now in the Y.M.C.A. gymnasium. These facilities served both the boys and the girls: the girls used the south dressing room and shower rooms, as they do now; the boys, those at the north end, now in a state of disuse. In the space between the gymnasium and Sixth Street the large swimming pool was then in regular use and continued so until the middle 1930's. More lockers were available at that time than now, the Board minutes quoting a number over a thousand. Certain periods were for boys, and the rest of the day was for girls. For the first time in the history of the school we had in 1912 a full-time gymnasium teacher; better still, we had two, George F. Miller for the boys and Clara E. Scott for the girls.

We must remember that in 1912, with the completion of the Sixth Street building, all the eighth grades of the city were concentrated there. These pupils also used the new gymnasium, but not on an equal basis with the senior high school students. By a Board resolution of September 3, 1912, the following schedule was adopted:

Grades nine through twelve had two periods of gymnasium work a week and received one-fourth credit a semester. The eighth grade pupils had ten minutes of physical culture a day in their schoolrooms. There, standing in the aisles between their desks, they progressed through their calisthentics, wielded their wands, lunged with their dumbells, or swung their Indian clubs with no recorded casualties. Once a week they reported to the gymnasium where they utilized the new equipment—bars, horses, volley balls, and mats.

The gymnasium continued to suffice for boys and girls until the overcrowding of the early 1920's created a problem. The device was then adopted of having the boys use the Y.M.C.A. gymnasium, with the physical training intructor of that institution acting as teacher. The school gymnasium was then turned over to the girls. The holding of basketball games in the gymnasium had long since become impractical, since crowds of several thousand has become normal. Such games were then held in the Agoga Tabernacle.

However, the plan of having the boys leave the premises and go to the Y.M.C.A., the gymnasium of which was really not large enough for the needs of our classes, was frankly a makeshift and could not go on. By 1927 it was evident to all concerned that Central needed a large modern gymnasium to accommodate the boys' classes during the day and to serve for baketball games with huge attendance at night. In that year the fine structure across Sixth Street was erected and was dedicated December 10 on the evening of a game with Linton. The Reverend J. Frederick Rake, well-known Central sports devotee, gave the dedicatory address. A. L. Trester, Permanent Secretary of the I.H.S.A.A., brought congratulations from that body. Since that time the building has been in almost constant use for indoor sports activities of various sorts. During the basketball season it is let to other high schools several nights each week for games for which their own facilities are not adequate. Central is now amply equipped with playing floor space for all indoor sports and with seating space for all but the largest overflow crowds.

We have not mentioned our two playing lots. The one on Sixth Street, between the gymnasium and Vine Street, was bought by act of the Board of School Trustees on July 22, 1912. It then extended from Sixth to Fifth Street, the present Y.M.C.A. not having been built at that time. It was purchased for $10,250 under an agreement with the Y.M.C.A. that the latter institution would buy the western half of the ground for one-half the purchase price as a building site for its new structure. The eastern half has remained our property, although it is popularly called "the Y lot."

In 1915 the Board of School Trustees acquired title to the southeastern part of Garvin's Park, which had just changed its status from private to municipal ownership. They laid out the baseball field, one of the finest and roomiest in the country, and erected the grandstands, walls, and other facilities of reinforced concrete at a contract of $39,955. They designated the field as the football and general athletic field of the Evansville High School, now Central. They rent the playing rights to the Three-I baseball club during its season. The lighting system for night games was installed in 1929.

Since a space larger than the "Y lot" and much nearer the school than Bosse Field was needed for a running track and for practice of field events and general outdoor athletics, the Board of School Trustees bought for us the Rechtin property on Ingle Street, a block from the school. This purchase took place shortly before the old mill and sheds were destroyed by fire in May, 1949.

Our plant is now distributed over three blocks of the old downtown section of Evansville, each part disconnected from the rest, with Bosse Field on the far north side. Even with this unusual distribution of our facilities, in the aggregate we are quite well equipped for gymnasium classes, athletic practice, and sports events.

Milford M. Miller, Jr., of the class of 1955, has recently done a thorough project in compiling statistics on football, basketball, and the other sports. He has made his study available to the writer, and from it the following account has been drawn. Because of the limitations of space many interesting details had to be omitted, and even the main trends had to be handled very briefly.

FOOTBALL

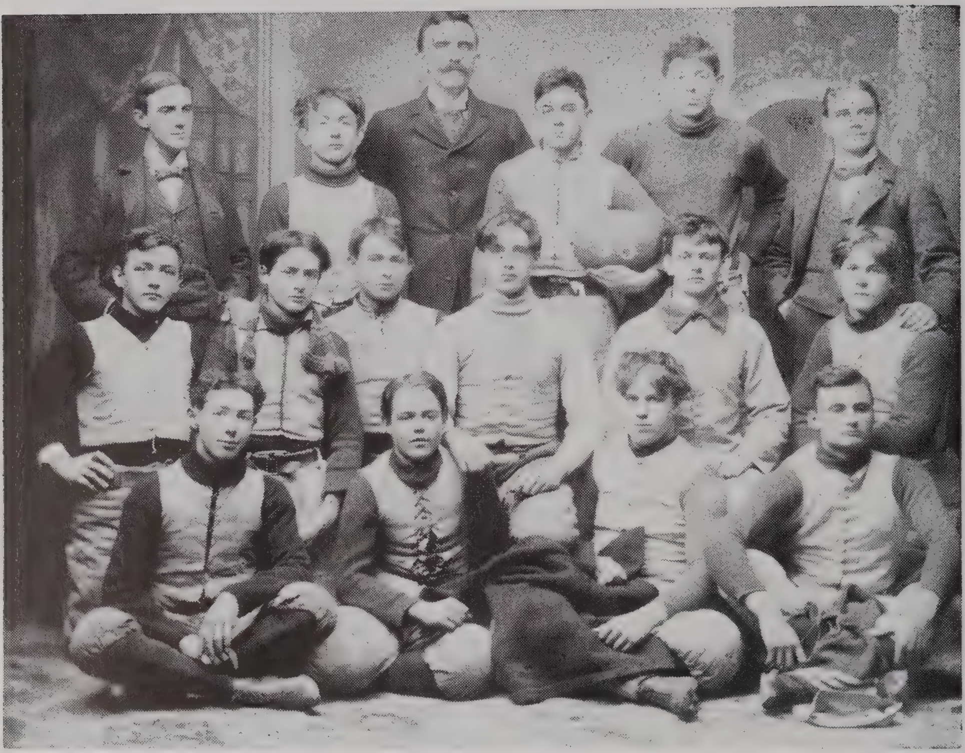
So far, we have dealt only with the gymnasium aspect of athletics. We have said very little about the sports aspect, because that side of athletics can better be discussed under separate headings.

During the first forty years of our school's existence, there were no athletics of a competitive sort. In 1896 we had a mathematics teacher on our faculty named Linnaeus N. Hines. A giant of a man, nearly seven feet tall and huge in every direction, he must have weighed three hundred pounds. Mr. Hines had become fond of football and considered it a fine sport for boys able to stand the roughness of the game. He organized a team in 1896 which arranged games with other school teams. Since there was no State Athletic Association then to make rules covering eligibility, Mr. Hines played center. Only thirteen boys came out for the team that year, probably because of the strain on the physique of the players. These thirteen liked the game so well that they made their own uniforms. Fortunately, a picture of that first team is now in Central's Hall of Fame and is reproduced here. This picture and several others were given to Central by Judge Philip C. Gould, a member of the team. After nearly sixty years the judge remains keenly interested in Central's football teams. Of the players in the picture, Judge Gould believes that the following are still living: J. Vaughn Fitzsimmons of Evansville, Alvah Rucker, engaged in law practice in Indianapolis, Harry Davidson, now living in Bloomington, and the judge himself, still actively practicing law.

The minutes of the Board of School Trustees for November 2, 1897, contain the following curious entry: "Two of the High School students were present to ask for the use of the large basement room where the football team may practice the game. The Board took the matter under advisement and decided that they could not grant the request." The writer believes that the "large basement room" was the big space where rooms 11, 12, 14, and 17 have since been created by partitioning, since the new north and south wings had just been occupied, and that space was not subdivided until 1911. Indoor football practice would be quite an innovation today.

Leonard Young, physics teacher, also played on the team. He remembers substituting for Elijah Worsham when the latter twisted a knee. After Mr. Young became principal in 1907, his administrative duties prevented his playing on the team.

Central's First Football Team—1896

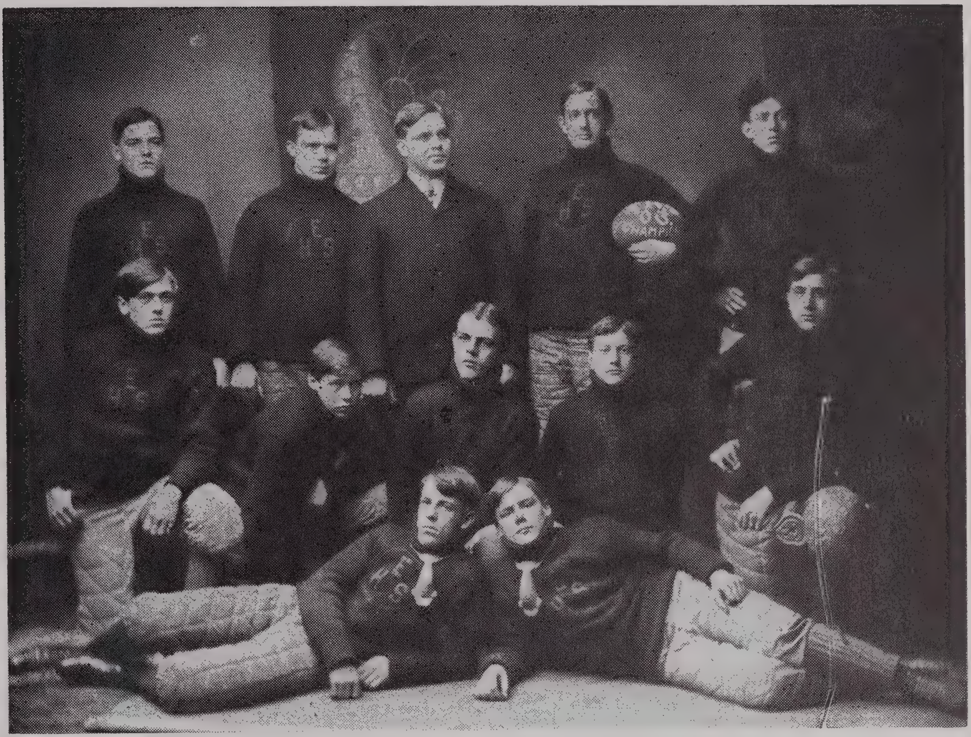


Front Row: Bleeker Knapp, Alvah Rucker, Harry Davidson, Will LeMasters.
Second Row: John Jochim, Baxter Fisher, Lionel Wolfe, Lawrence Lyons, Sam Whistler, Ferd Ragon.
Top Row: Charles Wedding, Will Jenner, Linnaeus N. Hines, Vaughn Fitzsimmons, Phil Gould, Walter Fritsch.

Until 1907 coaching was done by a faculty member who enjoyed doing it, without any agreement covering such work. With the coming of Milton Lyle Plumb as physics teacher in 1907, the work was put on a new basis. Mr. Plumb came with the understanding that he would coach football and baketball as an extra duty. Our team's record from 1896 to 1907 was twenty-two wins, eleven losses, and one tie. With Mr. Plumb as official coach the team played more frequently; but since his duties as teacher required a normal amount of time, he could not put into sports all that was necessary to develop a full athletic program. When George F. Miller came as full-time gymnasium teacher in 1912, sports had become so popular that forty or more boys usually came out for the team in the fall, and at the end of the season there were twenty or more boys still on the squad.

Milford M. Miller, Jr., has compiled very interesting statistics covering the tenure of each coach from the days of M. L. Plumb to the present time. We must be content here with a few general statements. Some years the gymnasium teacher was also the coach, as for example Ralph N. Shafer, Charles

This Team Was Never Scored Against



Lying in Front: **Beaumont Cooley, Harry Mills.**

Kneeling: **Albert Cook, John Froelich, Otto Behrens, Louis Kramer, Will Schumacher.**

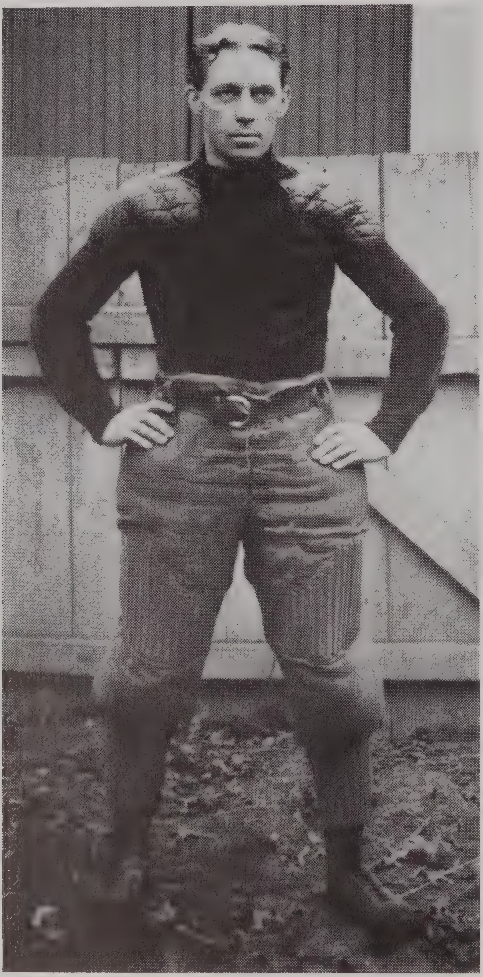
Standing: **Roy Heilman, Tom Davidson, John Davidson (Coach), Elijah Worsham, Harold Guthrie.**

G. Maple, or Ray Hanna. At other times the coach taught an entirely different subject during the day; for example, Herbert R. Henderson taught English, and the present coach, D. O. Howard, teaches business subjects.

We can mention a few teams which made outstanding records. The team of 1900 not only won every game it played but was never even scored against. John Davidson, a student and brother of Harry Davidson, was its coach. Herbert Henderson's team of 1921 laid heavy claim to the mythical state championship. Six members of the team won positions on the all-state eleven. The team had a record of eight wins and one loss. Central won over Reitz that year, 104-0. Herman Byers, destined later to become Reitz's coach, played on Mr. Henderson's team. Ray Hanna's team of 1925 also lost only one game and gained fame by defeating 6-0 one of the nation's most powerful teams, Champaign. Coach D. O. Howard's team of 1939 won the S.I.A.C. championship for the first time in our history, with a season record of nine wins and one loss.

Coach Howard can justly claim the team of 1944 as his pride and joy. The squad of that year won nine straight games, finishing the season with no defeats

When the Principal Played Football



Principal Leonard Young
Dressed for a Game

Our First Paid Coach

Milton Lyle Plumb

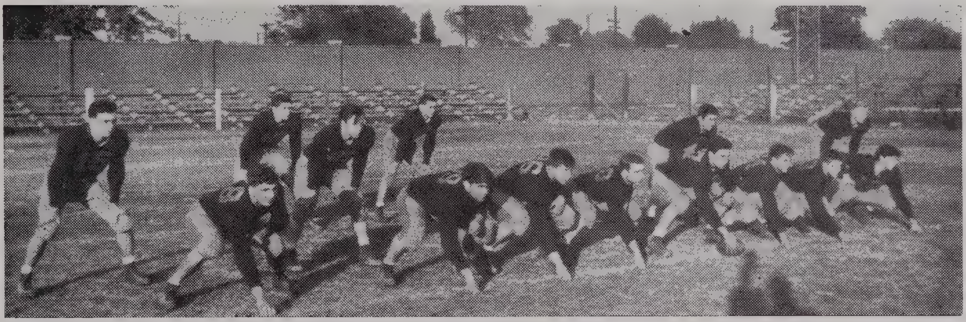
Our Olympic Runner

Charles Hornbostel

and no ties, capturing the city and the S.I.A.C. championships and the mythical state championship. The Thanksgiving game that year drew a crowd of nearly 16,000 fans. That was a season which will never be forgotten at Central. The teams since 1944 have continued to amass good records, and we can look forward to inspiring football seasons for many years to come.

During the early years of football the practice sessions and games were held at the old Central League baseball park at Read and Louisiana Streets. The Thanksgiving Day game sometimes brought out as many as five hundred spectators. Since 1915 the games have been played at Bosse Field, except when such a vast throng of spectators is anticipated that the larger Reitz amphitheater is used.

Football Practice in 1944



Front Row: George Topper, Richard Tilton, Frank Lutz, Paul Hatfield, Ray Hansert, Carl Huff, Donald Watson, Charles Hite.

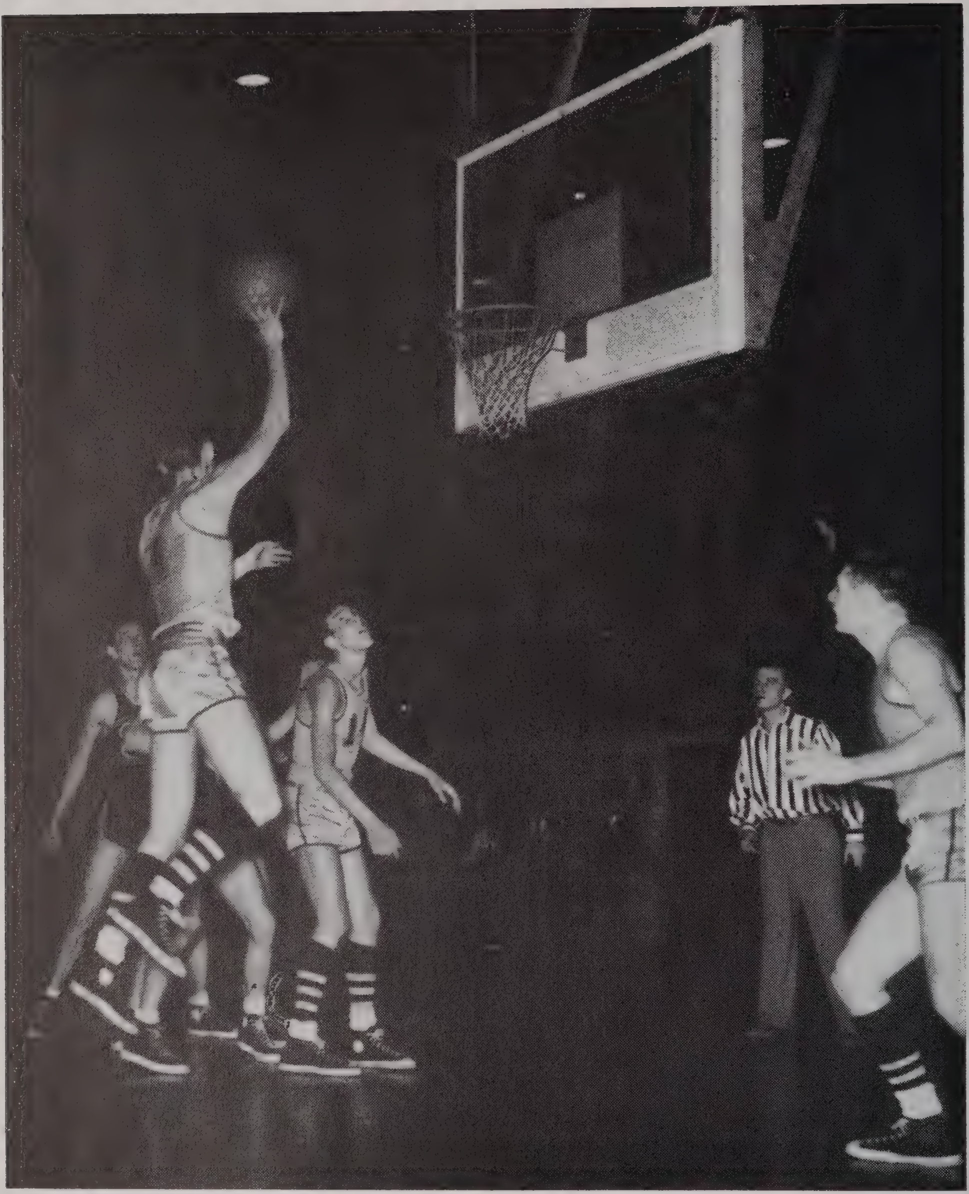
Back Row: Kenneth Corey, R. C. Hunter, Bob York, Harry Gulledge, Ronald Watson, Stephen Cosgrove.

BASKETBALL

Basketball had its beginning at our school about 1899. Intramural and interclass games comprised the winter athletic program. Leonard Young, physics teacher, who came to our school in 1899, coached basketball because he enjoyed it. When the Board of School Trustees in 1907 appointed M. L. Plumb as physics teacher with athletic duties, they included basketball. The games at that time were played on inadequate floors, and the baskets were often hung on bare walls. The high school team during its first ten years usually played independent teams such as those of the Y.M.C.A. and Lockyear's Business College. In 1909 our team began to play out-of-town teams. That season it played Mount Vernon three times, winning twice. Students displayed very little interest in the game, partly because it was slow and scores were small and partly because no great effort had been made to stimulate interest.

The I.H.S.A.A. was organized in 1907, and the Evansville High School was an early member. The Association then had a rule that any team which played a non-member team was forthwith suspended. Our school accepted suspension with no bad feeling on either side because it was not feasible for us to travel to the localities where member schools were found. With buses and good highways nonexistent, the easy travel of today to games as far away as Indianapolis for the fans, and as far as East Chicago for the team, was then unheard-of. We found it more desirable to play Mount Vernon, Princeton, and Henderson, to which places we could go on the traction. After member schools in our own region became sufficiently numerous to enable us to make a season's schedule, we were reinstated in the Association.

In 1910 the I.H.S.A.A. took steps to organize a series of tourneys. Participation was on an invitational basis. The Evansville High School played in several early tourneys on that basis, the first time in 1911. The writer remembers a tourney in the spring of 1912 held at Evans Hall, where the Central Public Library now stands. The teams played on the small ill-lighted stage; the spectators sat in the body of the hall. It is the firm belief of the writer that this was the first time the students participated in any organized cheering at an athletic game of our school. The cheering plans were suggested to us by Principal

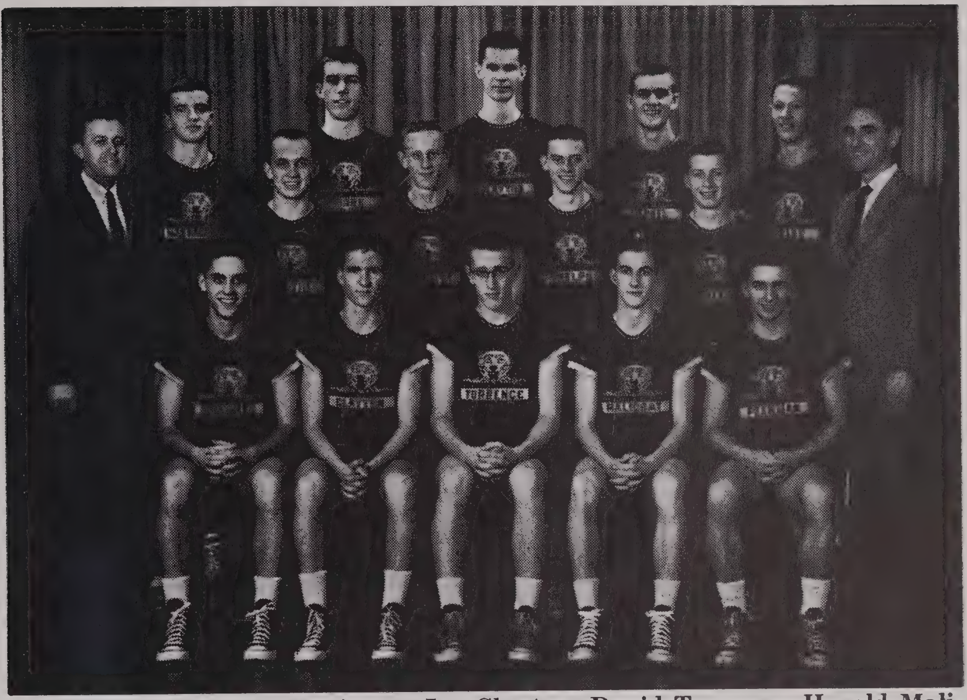


A Basketball Game in the New Gymnasium

Ernest P. Wiles in an assembly, and we felt truly inspired at the idea of helping our team win by yelling for them. We had no yell leaders; we started our yells, such as they were, more or less spontaneously. Since our team represented the first congressional district in a three-team sectional at Vincennes on March 9 of that year, it is possible that the tourney at Evans Hall was an elimination meet to choose the team to play at Vincennes.

By 1913 we were so situated that we could entertain the participants in a tourney in our own new gymnasium. The First Annual Interstate Basketball Meet was held here, the Mount Vernon, Illinois, High School winning first

Coach Riggs' Great Team of 1953



Front Row: Clarence Doninger, Joe Clayton, David Torrence, Harold Malicoat, James Peermen. . .

Middle Row: Coach Walter Riggs, Charles Martin, Dick Barnett, Harold Phelps, William Coulter, Jr., Coach Marion Graham.

Top Row: John Harrawood, Jerry Moore, Jerry Clayton, Robert Wessel, Herschel Pleiss.

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place and Decker, Indiana, second. A year later, on March 6 and 7, 1914, we gave a better account of ourselves by winning first place in the Second Annual Meet. The writer well remembers the tumult after the night game with Decker when Arthur Fisher, then clerk of the Board of School Trustees, walked out onto the floor bearing the trophy aloft. It is interesting to have been a participant in the pioneer days of competitive basketball and to compare the simple satisfactions of those early days with complicated and highly organized efforts of today.

With the coming of George F. Miller in 1912 we had a full-time gymnasium teacher and coach whose duties included not only football but basketball as well. Successive coaches took charge of both sports until the season of 1922-23, when Herbert R. Henderson continued with football and Harlan H. Miller took over basketball. Meanwhile M. L. Plumb had helped out again in 1918-19, when the departure of Ralph N. Shafer left us without a full-time coach. With the school year of 1923-24, began Mark Wakefield's long tenure as basketball coach, interrupted for one year, 1926-27, when Mr. Wakefield went to Tech of Indianapolis and then returned to Central. Glen Bretz was our coach for the seasons of 1943-47, since which time our own alumnus, Walter R. Riggs, has had charge of basketball.

Basketball has a distinct advantage over football in that a team actually wins the state championship by progressing through a series of tourneys. Central played to the state finals for the first time in 1920 but was defeated by Spiceland Academy 30-14. We met the same fate in 1921, when we were beaten by little Sandusky, 29-22, and in 1922 when Franklin defeated us 26-15. These records are not on a par with games won or lost at the state finals today, since no semi-finals were then held and sixteen teams played in the finals. In 1926 we played over the critical point of a sixteen-team final to the stage where the present finals begin, then lost to Marion, 29-22. This was the tourney at which Richard Williams of Central was presented the "Gimbel Award for Mental Attitude."

Finals on the present basis have been those of 1936, when we lost to Central of Fort Wayne in our afternoon game, 36-31; 1946, when Anderson defeated us, 39-36, in the afternoon; and 1948, when we suffered the severe blow of losing the night game to Jefferson of Lafayette, 54-42, in which tourney Lee Hamilton injured his knee and had to be taken out but won the Trester Award, formerly the Gimbel Award.

Central has formed the habit of winning the sectional and regional tourneys, having won its twenty-sixth sectional and its eighteenth regional titles shortly before this was written. The regional tourney is often easy; the semi-final tourney at Bloomington is the big hurdle which we have to surmount, and we have surmounted it three times in eighteen years and gone on to the state finals. Only a devotee who was present knows the keen disappointment of losing the state championship by a few points in the night game. Central looks forward to the happy day when our team will bring back the state title with all the honor which it implies.

The remaining sports must be handled much more briefly. It will not be possible to mention many specific events, and a coach will be named only when he was a person other than one of the two major coaches.

BASEBALL

The national pastime, baseball, was poular with our high school students as early as 1895. We had teams and a schedule before we had an appointed coach in the person of M. L. Plumb, who helped out in every need which arose in athletics. In 1906 a city league was suggested, to be composed of the high school, Lockyear's Business College, the Y.M.C.A., and some other "independents." That same year the high school students started a fund to buy uniforms for the team. The popularity of baseball has had its ups and downs; the game was even dropped completely several times, but each time it was resumed as interest justified so doing. Coaches of baseball who have not been named in other connections have been Elder Eberhart and Lorraine Rake.

TRACK AND FIELD EVENTS

Track became a sport at the high school about the year 1900. In its early years it was second only to football in popularity. It became an inter-school sport in 1904, when the first "Big Four Athletic and Oratorical Association" meet was held. Former Principal Leonard Young remembers the Big Four very well. He recently stated in an interview:

"Princeton, Linton, Washington, and Evansville comprised the Big Four. We met each year at one of the four towns. The track and field events were held in the afternoon, and oratorical and declamatory contests took place in the evening. Several teachers went along to represent the school, and on several occasions one or more girls took part in the declamatory contest."

The last Big Four meet held in Evansville was in 1913, according to Milford M. Miller, Jr.

The construction of the gymnasium in 1912 made it possible to hold the "First Annual Interstate Indoor Track Meet" in 1913. Eight schools from Kentucky and Indiana participated, with ninety contestants. Central won first place by winning the last event of the evening after being tied with Mount Vernon practically all through the meet. Indoor meets in those days included swimming as one of the contests.

Track, like baseball, has been dropped several times and each time resumed when interest justified it and when a coach was available. In 1907 it appears to have been more highly regarded by the Board of School Trustees than either football or basketball. Searching through the minutes of the Board for 1907 for any possible evidence that M. L. Plumb was paid a small extra salary for football and basketball coaching, the writer found none, but he found instead the following entry for May 13, 1907: "The Board agreed to allow Mr. J. C. Castleman an extra $100 for athletic work, making his salary $1100 per year." The payroll book for 1907-08 shows that Mr. Castleman did indeed receive $1100 and Mr. Plumb received only the basic salary for his qualifications. The following year each man advanced $100, indicating no adjustment in status. It is the testimony of Ex-Principal Young, in which the writer concurs, that J. C. Castleman, a history teacher, was strictly a track man with neither knowledge of nor interest in football or basketball. Eventually, however, M. L. Plumb received some extra pay for his athletic work, especially after Mr. Castleman left to take a position in Milwaukee and Mr. Plumb took over the entire athletic program. To find the corresponding Board action would be merely a matter of devoting sufficient time to the search.

Track coaches not known to us from other sports have been George MacMillan, Robert Romberger (who Milford M. Miller, Jr., states is a nationally known track coach), Warren Fauquher, Warren F. Klein, Carl DeBard, Arnold Schwengel, Ralph Rae, W. T. Pritchett, and James Myers.

WRESTLING

Wrestling as a sport was begun at Central by Coach Charles G. Maple in 1921. It was dropped after only a year, probably because Coach Maple left and his successor did not see fit to continue it. It has recently been revived by Thomas Turner, one of our younger assistant coaches, and considerable interest has been shown in it. It is too early to assign it a permanent status.

GIRLS' ATHLETICS

During the first two decades of the twentieth century our school had a girls' basketball team which played occasional games with other schools and "independent" teams. It was difficult to arrange a schedule because of the scarcity of opposing teams. Opinions among the faculty and administration differed as to the advisability of letting the girls' team play outside teams. As a result

The Gym Leaders' Club Practiced Numerous Beautiful Formations During the Early 1930's

Base: Virginia Krieger, Florence Boerner, Dorothy Jackson, Emogene Egan.
Middle: Elsie Kerchief.
Arch: Eileen Hartman, Ruth Alley, Delores Jackson, Mary Louise Fahrholz, Lucille Kuehn, Ruth Ridenour, Nadine McGuyer.

girls' competitive sports have been chiefly on an intramural basis, and annual tourneys in volley ball and table tennis are held. The girls also accomplish some fine results in tumbling and general sports within the gymnasium but not on a competitive basis.

YELLS AND YELL LEADERS

As has been stated earlier in this chapter, the writer firmly believes that the first cheering at an athletic contest of our school took place in the spring of 1912. The use of memorized yells directed by student leaders came a few years later. An effort to ascertain the names of the first yell leaders and the years in which they served has been unavailing. The information we have gathered has been fragmentary and even contradictory. An ex-student who graduated in 1914 is sure that the practice did not exist when she finshed school. Another who entered the school in 1918 is equally sure that it was already going on when he entered. William Downs, Eugene Stocks, and Charles Culp were early yell leaders. At first all were boys. The first girl to direct cheering was Irene Nolen, whose picture appears in the 1920 *Sagas*. In the write-up on the same page we find the sentence, "Several new yells were brought forth, the first since 1915." This seems to indicate that yelling as an organized activity had begun by that year.

GOLD AND BROWN

The writer is certain that the school colors had been chosen some years before 1908. There is a tradition that the combination was suggested by Helen Chick, teacher at our school from 1895 to 1905, because they were the colors of her sorority.

LETTERS AND SWEATERS

The first statement we have of the awarding of letters to athletes is found in *The Annual* for 1909. There we learn that at the end of the football season in the fall of 1908 a letter "E" was presented to each player who had participated in as many as three games during the season. The writer who reports this fact in *The Annual* says that his knowledge of athletics goes back over only the preceding two seasons.

A picture of the 1913 basketball team shows the players wearing sweaters bearing their letter awards. There is good reason, however, for thinking that only the letters had been presented to them and that they had bought the sweaters themselves. On December 1, 1915, the football team received its letters for the season just closing. In June, 1921, Superintendent L. P. Benezet awarded the athletic letters at commencement.

The clue to the question when sweaters were first awarded to athletes appears to be found in the report of a meeting of the Parent-Teacher Association early in September, 1920, when Mrs. Bennett Whitehead ventured the opinion that it would be good for the morale of our athletic teams if they were clad in school sweaters. Coach Charles G. Maple fell in with the idea and declared sweaters better than the gold pins which had previously been awarded. C. B. Enlow, then president of the Board of School Trustees, liked the idea so well that he undertook to raise the money to buy the sweaters by solicitation among sports fans who were friends of Central. When the custom became established, the athletic department assumed the cost out of its receipts from games.

The letter "E" was replaced by "C" in 1918 when the name of the school was changed to Central. The athletic "C" is now awarded to players who meet the coaches' requirements in football, basketball, and track events.

THE ROUSER

"The Rouser" originated in 1917. Ada Bicking, music supervisor, suggested the tune of the University of Minnesota rouser, and a girl of the class of 1918 wrote the words. It first appears in the *Sagas* of 1918 beginning, "Evansville High School, hats off to thee!" The change the following year to "Central High School" greatly improved the rhythm.

A complete list of coaches of football and basketball is included in Appendix A.

CHAPTER 25

CENTRAL'S PERIODICALS AND ANNUALS

The first extra-curricular activity undertaken by the students of the Evansville High School was the publication of a school newspaper. From the reminiscences of some of our very first students and from correspondence with descendants of others, we gather the facts that during the first three years the high school girls founded a paper called *The Acorn,* the front page of which read thus:

THE ACORN
"Tall Oaks From Little Acorns Grow"
Maggie R. Allen, Editress
Vol. 1. Evansville, Indiana

The paper changed "editresses" fairly often. Besides Maggie Allen, Julia Hornbrook was at one time editor, as was also the latter's sister Carrie.

The boys retorted by establishing a similar paper called *Excelsior,* concerning which we do not have definite information but gather that both papers were issued at least from 1856 to 1860, and perhaps longer. In the newspaper account of the public examination of the high school in February, 1857, we find that after the orations had been delivered and the essays read, the weekly paper was read aloud. A correspondent writing for the *Journal* refers in complimentary terms to some of the articles he heard. A clipping from an old number of *The Centralian* tells us that in 1916 Edith Reilly, herself a student of our school prior to 1860 and a teacher for many years, presented a copy of *Excelsior* to our library. Unfortunately, it cannot now be found. Bessie H. Thrall possesses several numbers of *The Acorn.*

In 1867 and 1868 the students were issuing a paper called *The Bouquet.* We know nothing about it except the name and date.

In 1876 a group of students were publishing *The Argus,* of which the Willard Library has a copy. Page one begins:

High School Argus
Devoted to the Interests of EHS
Volume One Number Three
Published every other week at
Number 1 Junior Row by
Henry S. Slaughter
Will. J. Vickery
Urey F. Woodson

> You may leave your contributions at our desk but please don't put them in our books as they might never be found. All articles for publication should be addressed to No. 3 Senior Row, business articles to No. 1 Junior Row, and advertisements to No. 7 Senior Row.

In various articles and news items Ira Scantlin, Sam G. Ingle, and James G. Genung are mentioned. There is a violently partisan communication from Hugo

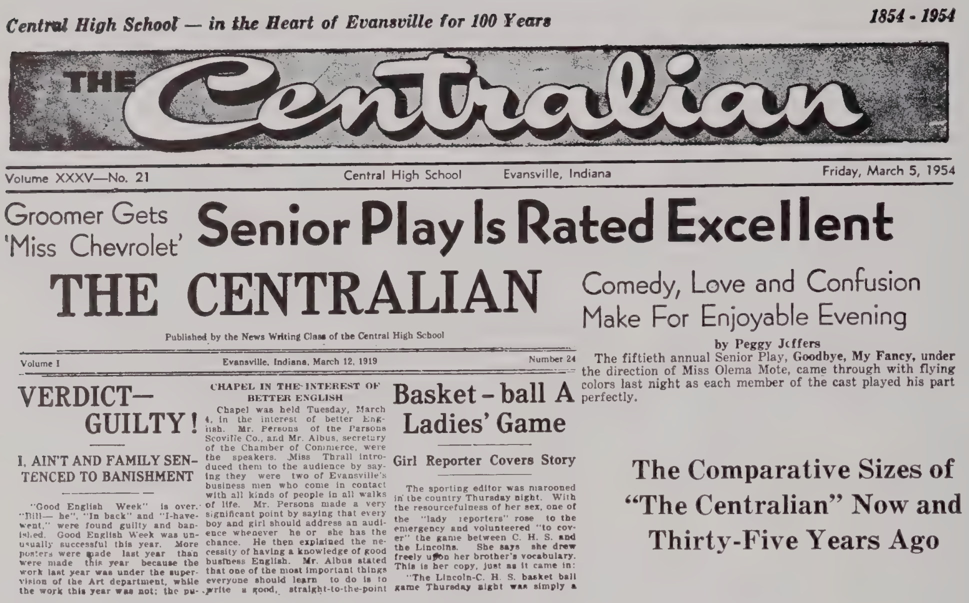
A. Legler; although a student, his tone and manner of expression sound like those of a geometry teacher. Henry S. Slaughter as editor replies to him. This particular number urges a large attendance at the forthcoming concert which turns out to be the "Centennial Concert" mentioned by Patricia Winstead in her contributed chaptr, "Vocal Music at Central." The issue before us also gives us another bit of history: it announces the founding of a new paper by a rival group, *The Biographical Gazette*, published by "Charles B. Ketcham, Will B. Jaquess, M. S. Sonntag, Mamie Foote, Miss E. Dusouchet, and Miss Jo Yates." Although this number is identified as volume one, number three, there is no actual date anywhere on or in it. We have been able to establish the year as 1876 only from the numbers and participants in the "Centennial Concert."

We have found another paper, not mentioned anywhere else, of which we have a copy in our file. It is entitled *The High School Journal* and was published by Frank S. Genung and Laura Weil. The date of the copy we have is April, 1874. It is so similar in style to those already described that we need not repeat ourselves.

The newspapers thus far described were all produced in longhand, on "fools cap" paper, always written with pen and ink in a beautiful, precise, yet freely flowing Spencerian handwriting. The reason is obvious: there were none of the familiar means of duplication existing at that time, and printing would have been prohibitive in cost for the small number of copies required to supply the subscription list. The price of some of these papers was two cents a copy.

In 1889 we at last had a printed paper, called *Starlight*. It was usually four pages in a small format, about five by eight inches in size. We have seen several copies. The contents dealt chiefly with the school events of the time; the word "newspaper" fits it better than it does the next publication to be described.

We do not know exactly how long *Starlight* continued to be issued. In 1898 *The Record* began publication and continued to be issued until June, 1918. It can best be described as a monthly literary magazine. It was about seven by ten inches in size with sixteen or more pages each month and had a cover of heavier paper with a design, usually different each month. Some years ago we thought we had established the year 1904 as the time of its founding, but later studies showed that the supposition was wrong, being based upon some copies we had seen in which the volume was incorrectly printed. We now have on loan an actual copy of volume one, number one, dated April, 1898. That number was in a larger size, with fewer pages and no cover; the change to the format described was made early. In 1915 it was again appearing in a larger size. *The Record* was sponsored by the English Department, and, as might be supposed, the majority of the space was given to some of the best themes which had recently been collected in the English classes. The magazine contained a brief report on football and basketball games played during the month, outstanding events just past or soon to come, a page of jokes which today sound inane, and a page or two of corridor scandal under the title "Well, I wonder . . ." Considering the high standard of writing demanded in the themes, we find it surprising that the English teachers tolerated the drivel in the scandal column. *The Record* was sold in North and South Halls each month at ten cents a copy, the balance of the cost being made up from advertising of local stores and manufacturing plants.



Central High School — in the Heart of Evansville for 100 Years 1854 - 1954

THE Centralian

Volume XXXV—No. 21 Central High School Evansville, Indiana Friday, March 5, 1954

Groomer Gets 'Miss Chevrolet'

Senior Play Is Rated Excellent

Comedy, Love and Confusion Make For Enjoyable Evening

by Peggy Jeffers

The fiftieth annual Senior Play, **Goodbye, My Fancy,** under the direction of Miss Olema Mote, came through with flying colors last night as each member of the cast played his part perfectly.

THE CENTRALIAN

Published by the News Writing Class of the Central High School

Volume I Evansville, Indiana, March 12, 1919 Number 24

VERDICT—GUILTY!

I, AIN'T AND FAMILY SENTENCED TO BANISHMENT

"Good English Week" is over. "Bill— he", "In back" and "I-have-went," were found guilty and banished. Good English Week was unusually successful this year. More posters were made last year than were made this year because the work last year was under the supervision of the Art department, while the work this year was not; the pu-

CHAPEL IN THE INTEREST OF BETTER ENGLISH

Chapel was held Tuesday, March 4, in the interest of better English. Mr. Persons of the Parsons Scoville Co., and Mr. Albus, secretary of the Chamber of Commerce, were the speakers. Miss Thrall introduced them to the audience by saying they were two of Evansville's business men who come in contact with all kinds of people in all walks of life. Mr. Persons made a very significant point by saying that every boy and girl should address an audience whenever he or she has the chance. He then explained the necessity of having a knowledge of good business English. Mr. Albus stated that one of the most important things everyone should learn to do is to write a good, straight-to-the-point

Basket-ball A Ladies' Game

Girl Reporter Covers Story

The sporting editor was marooned in the country Thursday night. With the resourcefulness of her sex, one of the "lady reporters" rose to the emergency and volunteered "to cover" the game between C. H. S. and the Lincolns. She says she drew freely upon her brother's vocabulary. This is her copy, just as it came in:

"The Lincoln-C. H. S. basket ball game Thursday night was simply a

The Comparative Sizes of "The Centralian" Now and Thirty-Five Years Ago

In 1918 a radical change was made. The name of the school having been changed over summer to Central High School, the old magazine was completely discarded and a weekly newspaper, *The Centralian,* was founded. The style was much the same as it is now, but the size was smaller. We show the comparative sizes and appearances of a copy of volume one and a copy of the current volume.

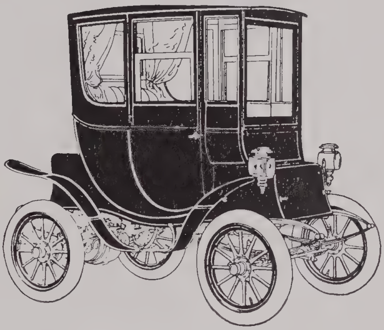
The Centralian is published by an elective English class called at times "Journalism," at times "Newswriting." The first sponsor was Lula J. Robinson. The paper has had many sponsors since 1918, the best remembered being Ann Bray, who was with us from 1927 to 1943, when she left us to join the Women's Army Corps. The present sponsor, Ralph Thyng, came to us in 1945. The name plate was adopted in 1943 while Jean Bartley was in charge of the publication. It was also during Miss Bartley's time that *The Centralian* won the highly coveted national *Pacemaker* rating.

It is believed that the first attempt to issue a yearbook was in 1909. The title was extremely simple and descriptive: *The E.H.S. Annual.* The writer well remembers when it appeared. It was nearly eight by eleven inches in size with a heavy black paper cover. Probably a number of our readers still possess a copy of *The Annual.* The executive staff consisted of Jacob Weintz, editor-in-chief; Alvin R. Muth, contents manager; Fred N. Miller, advertising manager; and Arthur J. Capelle, circulation manager.

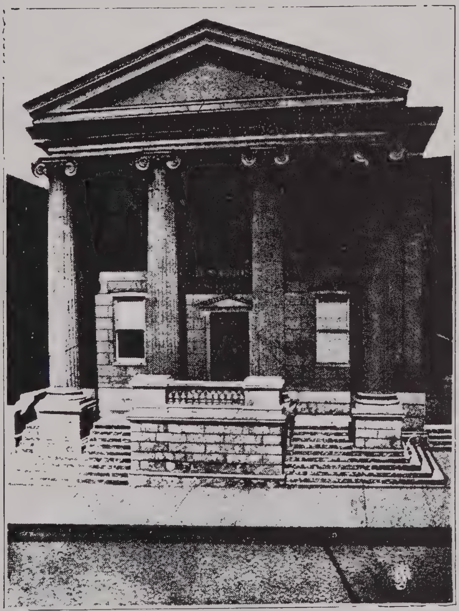
Although a great success, *The Annual* was not continued after the first year. The next attempt was in 1912, when the *Sagas* was founded. The executive staff consisted of Laura Shrum Hostetter, editor-in-chief; Foster Clifford, assistant editor; Isidor Ravdin, business manager; Arthur Flickner, circulation manager; and Charles W. Dodson, history teacher, faculty sponsor. It was Mr. Dodson who, after many abortive attempts to invent a satisfactory title, suggested *Sagas* as reminding us of the historic traditions of the Norsemen. The size of the book was about the same as that of *The Annual.*

YOU CAN RIDE
AS FAR AS YOU LIKE IN
EVANSVILLE

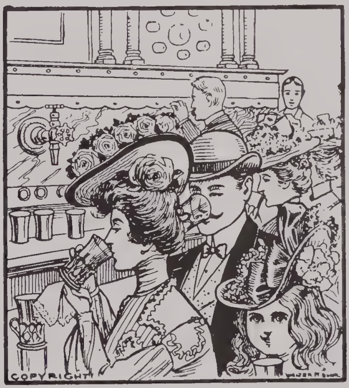
If YOU
Will Use the
ELECTRIC
AUTOMOBILE
Clean, Safe, No Oil,
No Explosion
No Trouble



Write the
Evansvillle
Gas & Electric
Light Co.
for Charging Rates



THE OLD STATE NATIONAL BANK
Capital, Surplus and Profits - - $730,000.00



A MECCA FOR THE THIRSTY
is our soda water fountain these warm days. Our delightful and luscious fresh fruit flavors, combined with a cool and sparkling beverage, make our soda water the drink par excellence to assuage thirst and relieve "that tired feeling," when the warm days bring lassitude and languor.

Schlaepfer's Pharmacy
EVANSVILLE, IND.

A Page of Advertising from the "E. H. S. Annual" of 1909

The *Sagas* continued until 1929 in the same size and general style, sometimes thicker, sometimes thinner, sometimes with a more expensive cover. In that year it was ordered discontinued by the superintendent because of the cost and because of the merchants' annoyance at being solicited for advertising by five high schools. The Board of School Trustees then published *The Flowering of the Public Schools,* a little annual in magazine style, for all four high schools. Each edition contained the pictures of the graduates, a list of the faculty, a message from the principal, the class history, the calendar for the school year, and an article on citizenship. (As the years passed, a few other features were added, but it never attained the standing of a survey of the year's doings.) Because of the limited contents of this annual, the *Centralian* staff issued a final number, larger than the weekly numbers, entitled *The Senior Edition.* This number contained in brief, newsy style nearly all features which had formerly made the *Sagas* popular. It had numerous pictures of clubs, committees, athletes, and school events. The student body, seniors and underclassmen, regarded it, rather than *The Flowering of the Public Schools,* as their annual. Its only drawback was its unwieldy size and its consequent inclination to tear.

The last number of *The Flowering of the Public Schools* appeared in 1939, when the Board, realizing that it was not popular, discontinued it and gave its sanction to a new plan. The *Senior Edition* would henceforth appear in the style of a large magazine with heavy paper cover. The size was at first eleven by fourteen inches, reduced after a few years to ten by thirteen and again to nine by twelve, in which size it has appeared for several years. It contains practically everything which formerly made the *Sagas* a popular annual, and at only a fraction of the cost. It seems probable that *The Senior Edition* will be our annual for many years to come.

CHAPTER 26

CHAPELS AND ASSEMBLIES

Our pupils who participate so lustily in our athletic assemblies or who listen to entertaining or instructive lectures in our auditorium would have found our assemblies of fifty and sixty years ago very different. Interviews with graduates of the 1880's do not reveal anything very definite about programs for the entire school. But it is known that in the 1890's and the early 1900's some sort of program was an occasional or a regular event.

The assemblies which the writer recalls in the early 1900's were probably typical also of those which occurred before the turn of the century. They were conducted in two huge assembly rooms, North Hall and South Hall, each holding considerably over three hundred pupils seated at school desks. These large rooms have been described in Chapter 9.

On two days of each week North Hall had assembly and South Hall had an extra study period. On two other days of each week, the arrangement was reversed. On the fifth day this period was omitted and each morning class period was a little longer. The assembly period was twenty minutes long, but at least as much was accomplished as in a period of thirty-five minutes today because no time was lost in getting there. The program on each assembly day consisted of vocal music. The writer remembers that we sang from the *Chapel Hymnal,* the first half of which was made up of interdenominational hymns and the second half, of patriotic and folk songs. We also sang from sheet music called *The Coda,* each number of which contained a complete selection from some famous opera or oratorio. Many readers will no doubt remember singing "The Sextet" from *Lucia,* "The Red Scarf," "Miserere" from *Il Trovatore,* "The Anvil Chorus," the "Gloria" from Mozart's *Twelfth Mass, or* "As Pants the Heart" from Spohr's *Crucifixion.*

During the 1890's and very early 1900's, the singing was directed by M. Z. Tinker, who has been characterized in the chapter on the faculty. But as his work as supervisor of music in the elementary schools increased, he had to be relieved of his high school teaching, and beginning in September, 1908, the director was Louis F. Burnett, a vocal instructor who gave private lessons for a livelihood. During 1909-11, J. Ludwig Frank led the singing. In the years 1911-12, Mrs. Ben Thompson, who still lives in Evansville, led the singing, and participation was made elective. Those who did not choose to take part had an extra twenty minutes of study. In the fall of 1912, a regular music teacher was added to the faculty, in the person of Miss Chloe Stoneking. From this time on, pupils who elected vocal music took it during one of the numbered periods and not in assembly time. Music therefore now moves outside the scope of this chapter, and is dealt with in Chapter 21.

During the years which have been treated thus far in this chapter there was an occasional assembly of a different nature. If a speaker or an entertainer happened to be in the city and could be secured, we had a speech or a lecture. Just before Christmas some upperclass students gave a Christmas play. But in general an assembly arranged and carried out by the students was almost unknown. On occasions when it was desirable that the entire school should hear an outside speaker, the occupants of North Hall filed quietly through the corridors and into South Hall, where we doubled up, two in a seat. The speaker stood on the rather high platform in the front of the room so that some 650 students could see and hear him. Teachers stood in various key positions in the great room, and others sat in designated seats strategically located. Needless to say, the order and attention, for such a multitude of young people, were excellent.

It is the opinion of the writer, subject to correction, that athletic assemblies and "pep sessions" were not held before 1915, if as early as that. By the time he returned to Central as a teacher, such assemblies were being held but not as frequently as today. Our assembly quality and morale reached a low sometime in the early 1930's, as a result of which the principal and a joint faculty and student committee appointed for the year have striven to improve the tone of our assemblies. Having reserved seats by home rooms has been a very helpful device for maintaining morale during programs.

The time of day at which assemblies have been held has been subject to a good deal of change. When the writer was a pupil here, in the days of vocal music assemblies, it was the middle of the morning. When he returned as a teacher, they were held almost any time, including the end of the afternoon. In the early 1930's, they were again in the middle of the morning; after that, they were early in the afternoon; and now for some years they have been held immediately after home room time in the morning. Each time of the day has its advantages and its disadvantages.

When the writer was a pupil, the vocal music periods were called "chapel." It is his opinion that the term was borrowed from the private colleges, where the daily morning convocation was a religious exercise, often actually in a chapel. He remembers seeing on the front blackboard in South Hall the inscription "No Chapel Today" when Mr. Burnett could not be present or "Special Chapel Today" when an outside speaker happened to be available. When he returned as a teacher, he found the term still in use. But one of the early acts of the present principal was to change the term to "assembly." In view of the extremely secular and oftentimes hilarious tone of the programs, any reasonable person would agree that the term "chapel" had become outmoded and needed a change. Even today, when old graduates return to speak at a pep assembly before an important football or basketball game, the speakers, lapsing into the vocabulary of their student days, often refer to the meeting as a "chapel." The writer has observed the pupils looking inquiringly at each other upon hearing the word.

When the enrollment of the school was under seven hundred it was possible, by doubling up, to get everybody into South Hall, which had a slightly larger seating capacity than North Hall. But with the great growth of the school in 1912, the new auditorium was nearly filled. Its capacity of 1360 sufficed until just before Reitz High School was built when the enrollment had become too large and the student body had to attend in sections. The same thing happened again just before the building of Bosse High School relieved the overcrowding of Central. Today, with an enrollment of approximately 1800, some sort of alternation is necessary; and for several years the arrangement has been as follows:

In assemblies of instructive nature, where the best of attention is needed, a grouping of seniors, juniors, and sophomores alternates with a grouping of seniors, juniors, and freshmen. For assemblies preceding and following athletic games, the entire school attends, and such assemblies are held in the boys' gymnasium. By having the audience seated on three sides of the gymnasium and by using the public address system, the arrangement works fairly well as a makeshift. The same plan is used for solemn musical programs just preceding Thanksgiving and Easter, and on such occasions the order and attention are surprisingly good for a large crowd in informal surroundings.

What the future nature and location of our assemblies will be nobody can foretell. All arrangements depend on the permanent size of our student body and on the policy we adopt as to the nature of our programs.

CHAPTER 27

THE GROWTH OF OUR LIBRARY

No written record has been found of the beginning of the high school library, but it is probable that some books other than the textbooks owned by the pupils were being accumulated from various sources almost as soon as the school began to operate.

Estella Hixon, of the class of 1919, compiled a history of the school library during her senior year, from which much interesting information has been gathered. She tells us that in 1869 (the year after we moved into the original Seventh Street building) there were about fifty books kept in a closet in the assembly room, the large room later divided into rooms 108 and 110. These included a set of encyclopedias and similar reference books. When the number had increased to about two hundred, they were kept in a bookcase in the same room. When the sciences began to assume a more important place in the course of study, some books on scientific subjects were kept in a cupboard against the wall between rooms 208 and 210, as they are now numbered. All these arrangements seem very elementary, as we think of the present large and efficiently managed library.

Our school gained a great advantage in 1874, when the German Reformed Church at the corner of Seventh and Vine Streets sold its building to the City of Evansville and moved to a new location. That was the very same building in which the superintendent's office is now located, and our illustration of the building as it then appeared makes it easy to understand its evolution into the present structure. For many years the Evansville Library Association had been using the old Methodist Church on Locust Street, between Second and Third Streets, as its library. Free public libraries had not come into fashion in the 1870's; one had to maintain a membership in the Library Association to draw books of fiction or to use its reference and reading rooms.

In 1873-74, the Library Association moved from Locust Street to 123½ Main Street. Miss Tillie Goslee was librarian; many of us remember her as librarian at the Willard Library during the first decade of this century and as the aunt of Miss Margaret Goslee, a teacher at Wheeler School. But in 1874, the City of Evansville let the Library Asociation move its library into the remodeled Reformed Church at Seventh and Vine Streets. When this took place, the high school pupils were allowed to go down the block to this library during their study periods to do reference work. The *City Directory* for 1876 states for the first time that the management of the library was "under control of the School Board." The library, which had by now become free to the public, remained in the little building until 1885, when the Willard Library, Willard Carpenter's gift to the people of Evansville, was dedicated. The 1886 *City Directory* is the first issue to name the Willard Library. It seems fairly obvious that with the advantage of proximity to the high school removed, the school was forced to develop its own library.

From Estella Hixon's history we have the statement that in 1898 a proposition was made by the Board of School Trustees to the surviving descendants of the first Board, Horatio Q. Wheeler, William Hughes, and Christian Decker, that if each family would contribute one hundred dollars, the scope of the small library then existing would be greatly increased, and the collections would be maintained as permanent memorials to the founders of our public school system. The Board also had the good taste to include the descendants of Philip Hornbrook, who succeeded Christian Decker in 1857 and who was the father of three girls who entered the high school at its opening in 1854. The proposition was accepted by all four families; and, besides giving the money, the families gave some valuable books and several paintings and pieces of statuary. The enlarged collections were assorted by general subjects, such as history, literature, German. Latin, and science. They were housed in the small rooms having alcoves, now numbered 103, 213, 214, and a similar room then existing across from 103, where the stairs now lead up to the north bridge. As far as possible, certain teachers were assigned programs under which they spent one period in charge of these departmental libraries.

Leonard Young, principal of the Evansville High School from 1907 to 1910, confirms the locations of the small library rooms as stated by Estella Hixon. A search of the minutes of the Board of Trustees for the years 1897 and 1898 fails to reveal any record of correspondence between the Board and the descendants of the early trustees. We do not know the source of Estella Hixon's information; she may have obtained it from a teacher who was on the faculty in the late 1890's, several of whom were still teaching when she wrote. We do find that during the early months of 1898 numerous citizens were thanked by the Board for having donated books. Among them we find that the Thrall family (descendants of Philip Hornbrook) gave books, magazines, and shells to the library. We also find that the graduating class of 1898 gave an entertainment at the Grand by which they cleared two hundred dollars for the library fund. On May 23, 1898, we find this entry: "The following names were given to the High School Library Rooms: H. Q. Wheeler, Wm. Hughes, Christian Decker, and Philip Hornbrook." This entry confirms the fact of the Board's having placed its stamp of recognition on the memorial feature of the four collections.

At a time when Estella Hixon has fixed as about 1903, two classrooms were thrown together into a large room which we now know as 217, and the four collections were moved into this large room. Seating for library study consisted of approximately one hundred schools desks, fastened down. The writer of this chapter well remembers going to the library during a study period, getting the needed books, and occupying one of the desks. He also remembers seeing and memorizing the names on the memorial tablets over the four huge bookcases, without having any concept of their significance. The tablets read:

THE H. Q. WHEELER LIBRARY
THE WILLIAM HUGHES LIBRARY
THE CHRISTIAN DECKER LIBRARY
THE PHILIP HORNBROOK LIBRARY

There was no trained librarian at that time. Each period of the day one English teacher was on duty there in lieu of having class. All withdrawing of books had to be done immediately after school, and all books had to be returned the next morning. There were no cards tucked in pockets in the covers of the books; the

Our Library Today

names of the pupils and the books they were taking were inscribed in a sort of journal, and as the books were returned, some code mark was entered on the same line. For this checking in and out, the English teachers took turns. The enrollment of the school being only about one-third of the present number, the system was adequate for the times.

It was in the fall of 1911 that the Board of School Trustees first employed a full-time trained librarian. It seemed quite an innovation to the pupils. The Board minutes for the preceding June show the following entries:

June 5, 1911: "The Board discussed the matter of placing a librarian in charge of the High School Library next year. Mr. Tomlin (the superintendent) was instructed to look after this matter."

June 26, 1911: "Miss Mabel Fleming, of Princeton, Ind., was present to apply for the position of Librarian in the High School. It was decided to give Miss Fleming a six months' trial in this position at a salary of $50 per month."

Apparently both the experiment and the incumbent proved satisfactory, because Miss Fleming retained the position for the entire year. When she resigned in June, 1912, a successor was appointed.

The room now numbered 217 remained the library until 1918, when a change became imperative. The collections of books had far outgrown the shelf space. Because of the large number of windows and consequent small amount of wall space in room 217, no more shelving could be added. Besides, the room was inconveniently located. It was therefore exchanged for room 112, which had been a study hall. The new room is just about the same size as the old one, but is more centrally located and has far more wall space for shelves. New shelves, racks, tables and chairs were built by the manual training department. The library still remains in room 112, but new furniture has been added. The standard librarian's desk in semi-octagonal form was added in 1951.

A list of our full-time librarians follows:

Mabel Fleming 1911-12
Ruth Stetson 1912-14
Irene Rowe 1914-1920
Gertrude Weil 1920-22
Margaret McLeish 1922-

From Margaret McLeish, present librarian, herself a Central graduate, we have the following statistics: Our library now consists of approximately ten thousand volumes. It is adding at least six hundred volumes a year besides replacements and subscribes to sixty-two periodicals. The annual circulation is over fifteen thousand volumes.

Estella Hixon mentions that when the furniture was moved from room 217 to the present location, the memorial name plates over the bookcases were lost or broken. Consequently they are no longer there to be impressed upon the minds of our present students.

Her purpose in compiling the history was, in her words, to record "the debt of Central High School to the descendants of the first School Board, who, through their kindness donated money and books, thus forming a nucleus for the present library. This memorial, although humble, will be a symbol of our appreciation to these public-spirited men and women, whose interest and foresight made possible our high school library as a means of education."

The writer of this Centennial history of Central High School is grateful to Estella Hixon for the above statement, since it helps him to express the purpose he has had in mind in doing the research and writing which have gone into the making of this book.

CHAPTER 28

CENTRAL IN FIVE WARS

The Evansville High School had been operating less than seven years when the great internal tragedy of the Civil War blighted the country. During the four years of the struggle, the pupils engaged in various activities of patriotic and relief nature. The reminiscences of early students tell us that the girls scraped lint and made bandages. We do not have a clear statement of the war work of the boys, but we may well imagine that some of them helped at the great "Wood Demonstration" of December 3, 1864, an all-county donation party at which quantities of firewood, coal, and food were gathered for the use of families of soldiers away at war. In the periods devoted to vocal music, war songs were enthusiastically sung, among them "Yes, We'll Rally Round the Flag, Boys!" "We Are Coming, Father Abraham, Six Hundred Thousand More," "Just Before the Battle, Mother," and a stirring patriotic anthem entitled "Freedom and Union." No doubt our pupils participated with hearts and voices in the parades and patriotic rallies with which the morale of the citizenry was maintained.

Our principal, Charles H. Butterfield, felt the call to duty and resigned his position at the close of the school term in July, 1862. He joined the 91st Indiana Volunteers and experienced considerable action. In 1865 he returned to the city with the rank of lieutenant colonel and soon was appointed superintendent of schools. His term in that office was followed by a long and distinguished career in numerous capacities in the service of his adopted city.

Our ex-principal, Samuel K. Leavitt, who had forsaken the high school for the Boys' Grammar School, also joined the Union Army. The *Journal* of July 11, 1865, reported under "City Items" that Captain S. K. Leavitt was back from the war and looking well. He also had a long career in numerous positions in the city during succeeding years.

We know that one of our early pupils, Francis O'Bierne, answered the call to arms. In several manuscripts of reminiscences of early pupils he is mentioned as a classmate and we find a brief sketch of his short career in *Central High School —Its History* by Ruth G. Kilbert.

Ruth Kilbert's *History* states that Francis entered the high school in 1855 and finished four years later. Our files, however, contain a manuscript by Mrs. J. C. Hardesty, daughter of Mary O'Byrne Miller, which states concerning her mother and her uncle, "She was in the first high school class as was also her brother, who was the youngest pupil." Accounts of Mrs. S. G. Evans and Mrs. Mina Cook, daughter of Maggie Allen Armstrong, mention Francis as a member of the first entering class in 1954, but they omit Mary. On the contrary, Mary was among those named as graduates before diplomas were conferred at the recognition ceremony in 1898, but Francis was not. We therefore designate the latter as one of our early pupils, but not as one of our graduates. Neither of them is among those who signed "the scholars' testimonial" in 1858, though James O'Beirne (so spelled by the printer) was. Mrs. Hardesty's daughter, Mary O'Byrne Hardesty, has explained to the writer that the several spellings of the surname are merely matters of individual preference.

Francis responded to President Lincoln's first call for volunteers in 1861 by joining the 14th Indiana Infantry. He saw vigorous military action for a year and fell in battle in Antietam on September 17, 1862. Thus was our *Gold Star* list initiated, just eight years after the school had opened.

We have been unable to locate any statement concerning our school's participation in the Spanish-American War. This is not surprising, since the American public felt comparatively little of the impact of the short, highly victorious war. The newspapers of 1898 are full of accounts of land and sea battles, but there is almost nothing concerning the soldiers and sailors, except the ranking generals and admirals. Our school had no annual at that time, and we have not located copies of *The Record.* We may assume that if the schools were called upon to render any service, ours did its part. We know that all the schools of Evansville participated in the "School Children's Penny Collection" to help finance the Soldiers' and Sailors' Monument just east of the State Capitol in Indianapolis.

During World War I, the pupils of our school put forth tremendous efforts in rendering civilian aid. Our participation actually began in February, 1915, when the entrance of the United States into the war was not even contemplated. In that month the Board of School Trustees gave their consent for participation of the Evansville schools in a "Penny Collection" for the Red Cross, a project conceived by State Superintendent Greathouse for the relief of children in the war-stricken countries of Europe.

The activity of the school in genuine war-time projects began immediately after the entrance of the United States into the conflict on April 7, 1917. From the *Sagas* of 1918 and 1919, we have compiled the following list of the achievements of our pupils in war work:

Relief agencies encouraged the adoption of war orphans, especially in France and Belgium. During the school year 1917-18 the girls of the entire school raised the money to adopt a boy, Marcel Vanderkoorde, of Jervisy, and a girl, Raymonde Tassin, of Ris Orangis. The senior girls were thus stimulated to adopt Madeleine Thorel of Versailles. A group of eight senior girls then banded together and adopted a boy known as Le Voyer, his Christian name not recorded. The following school year, the sum of $858.49 was collected for the War Orphans' Fund, permitting the adoption of twenty-four orphans. Seven orphans were adopted by individual teachers and groups of teachers.

The Junior Red Cross was organized during the school year 1917-18. Many of our readers will recall the great "J.R.C." parade one torrid afternoon in May, 1918, in which every grade and high school unit in Evansville participated. Julius Doerter, supervisor of physical education, and Mrs. John Wilcox were grand marshals. Mounted on prancing steeds, they dashed hither and thither lining up battalions or directing the drivers of floats. A Central girl, Susie Kamp, representing Joan of Arc, rode a white horse attended by two grooms.

The buying of Thrift Stamps and Liberty Bonds was encouraged for patriotic reasons and to foster the habit of saving. On the opening day of the thrift stamp campaign every student bought at least one stamp. The total sales that day were over five hundred dollars. By Armistice Day the sales amounted to more than fifteen hundred dollars..

Susie Kamp as Joan of Arc in the Junior Red Cross Parade of 1918

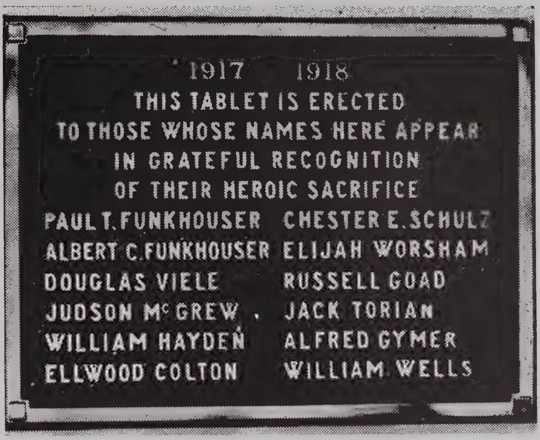
Our school unit registered a membership of 1336 that year. The girls of the school made orphans' clothes, soldiers' property bags, and garments for hospital use. A voluntary group of 308 boys pledged ten dollars each in 1918 toward the Y.M.C.A. Boys' War Work projects, with the stipulation that the money had to be earned. By April 1, 138 of the boys had paid their pledges in full. During 1918-19 the girls of the school made 430 hospital bags and comfort kits; knitted 295 sweaters, socks, and caps; and made 875 articles of wearing apparel for French and Belgian relief.

The Soldiers' Library Project was popular in the school. During 1917-18 the students contributed $283 to the War Library Fund and donated 225 books. In 1918-19 they donated over two thousand books, consisting of school texts and fiction. The English Department fostered the giving of valentines for soldiers; over 1300 were sent to the tuberculous soldiers at Camp Bayard, New Mexico.

Almost immediately after the entrance of the United States into the war, the draft law was passed, and thousands of Evansville young men were drafted very early or faced that impending situation. Hundreds enlisted as volunteers, thus gaining certain preferments. Since the minimum draft age was twenty-one, boys actually enrolled in the school were not confronted with the problem. Among our then recent graduates, probably several hundred entered the Army either by enlistment or by the draft.

With so many participating, it was inevitable that some should fall in action and that others should die as a result of the circumstances of war. The terrible influenza epidemic of the fall of 1918, just before the armistice, also took an appalling toll. Nobody in 1917-1918 seemed to realize the historical value of keeping an accurate roster of our former students serving in the Army. To reconstruct such a list today from the records of the school and the military records in the National Archives would be a piece of research requiring years.

On the other hand, it is believed that we have an accurate list of our twelve former students who gave their lives in the conflict. Their names are inscribed on



1917 1918

THIS TABLET IS ERECTED
TO THOSE WHOSE NAMES HERE APPEAR
IN GRATEFUL RECOGNITION
OF THEIR HEROIC SACRIFICE

PAUL T. FUNKHOUSER
ALBERT C. FUNKHOUSER
DOUGLAS VIELE
JUDSON McGREW
WILLIAM HAYDEN
ELLWOOD COLTON

CHESTER E. SCHULZ
ELIJAH WORSHAM
RUSSELL GOAD
JACK TORIAN
ALFRED GYMER
WILLIAM WELLS

In Memoriam—World War I

a bronze tablet in our Hall of Fame, a photograph of which we show.

It is possible to supply a few personal details concerning some of these young men. The Funkhouser Post of the American Legion derives its name from Paul T. and Albert C. Funkhouser, sons of Attorney Albert C. Funkhouser, Sr. Douglas Viele died of meningitis in Officers' Training Camp. The Viele Art Collection in the Evansville Public Museum was presented in his memory by his parents. Judson McGrew was a graduate of the first Officers' Training Camp and was a member of the first division sent overseas, General Pershing's own Rainbow Division. Judson Street is named for him. Alfred Gymer was an Army physician with an M.D. degree from the University of Louisville Medical School. His outfit, the 187th Division, stationed at Chillicothe, Ohio, was under orders to go overseas when he was fatally stricken with influenza at the very beginning of the epidemic. Jack Torian was in the Navy. He had received his assignment to go overseas, but fell prey to influenza and died in the naval hospital at Norfolk, Virginia. William Wells, also in the Navy, was washed overboard from the deck of his ship during a terrible storm and was never seen again.

We have been well aware that several men of our faculty went into the Army, especially those in the industrial arts department. However, it was a surprise to discover a letter in a *Centralian,* Volume 1, 1919-20, from one of our French and English teachers, Jean Townley, now Mrs. Chester Leich, indicating that she had volunteered for Red Cross work and was serving at Cannes in southern France. She stated that she was head of the Army canteen there and also head of the women workers at La Bourboule. Because of her experience, she had just been chosen as the only woman of her group to go to Germany for service with the Army of Occupation.

It was also a surprise to discover in the 1920 *Sagas* full-page pictures and a write-up of four young men who had returned from war service and re-enrolled at Central. They were Clarence Hunt, back from the Army; Norman Covert and Robert Yarborough from the Navy; and Claude Hickman from the Marines. Such cases were sufficiently unusual after World War I to justify special publicity.

During the years between the two wars, the efforts of 1917-19 were almost forgotten. But with the entrance of the United States into World War II, the school again took a leading part in all activities in which it could be of assistance. From the *Senior Editions of The Centralian* for 1942-45, we gather the following information:

Central students participated willingly in the War Savings Stamp and War Bond campaigns. During 1941-42 Herschel Dassel was chairman of the stamp and bond committee, and the sales amounted to nearly ten thousand dollars. It was announced that this amount would equip sixty-eight sailors or would buy one of the following items of equipment: 54 submachine guns, 459 surgical beds, 54 life boats, or 44 Lyle guns for the Coast Guard.

To stimulate stamp sales, various devices were used. A dance was held, admission to which was one or more stamps. Sales of 319 stamps for this dance were recorded. In 1942-43, Paul Thompson handled the stamp and bond sales over the counter of the school book store. Sales totaled over thirteen thousand dollars that year. In 1943-44 the goal was to purchase a Republic P-47 pursuit fighter plane. It cost seventy thousand dollars and the money was raised in thirteen weeks. The plane was named "the Fighting Bear" by two Central students who were crowned "Thunderbolt King and Queen." Special permission had to be obtained from the Indiana Division of War Savings Staff to use this project as a stimulator of sales. The Parent-Teacher Association put on a dance at the C.I.O. Hall, the admission to which was at least a fifty-cent War Stamp. The art classes presented a puppet show to encourage stamp sales.

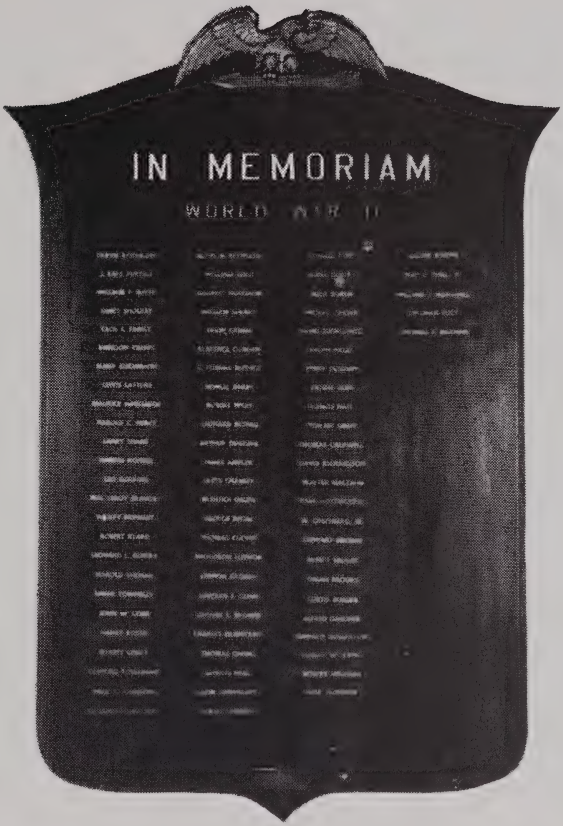
The school year 1944-45 was the peak year for stamp and bond sales. On January 11, 1945, a plan proposed by a student was carried out by which every student in the school bought at least one stamp. Sales amounted to fifteen hundred dollars. A faculty talent show was staged, admission to which was at least one 25-cent stamp. Just under $5900 was raised this way. During the first semester, the school sponsored and raised the money for six flying jeeps, one bomber trailer, and a navy training plane.

To accomplish such results required organization. March 11, 1942, was Mobilization Day at Central. In every home room speeches were given on the theme. "What Can Be Done Here at Central to Further America's War Efforts?" Following the speeches, pledges were signed. A "Mobilization Hop," sponsored by the senior class, furnished a stimulus to carry out the pledges. By 1943 it was evident that a greater degree of co-ordination was needed, so the Victory Corps was organized. There were student officers in each home room and in the general organization, with Paul Forney as faculty director.

Over a thousand students were enrolled in the General Membership Division. Special advanced divisions were organized for air, land, sea, production, and community service.

As soon as it was actively in operation, the Victory Corps co-operated in every war project, financial and otherwise, and did much to co-ordinate the many different projects which were constantly going on.

The Girl Reserves were especially active during 1942-43. They furnished a day room at Camp Breckinridge. They filled gift bags for the soldiers during the pre-Christmas season. They sponsored a day nursery training school in which girls were taught how to care for and entertain little children whose mothers were working in the war plants.



Central's Gold Star Plaque for
World War II

The Junior Red Cross collected six hundred magazines for LST crews besides miscellaneous games and puzzles. Mrs. Margaret Burkert was at that time sponsor of the organization.

The teachers were called upon to help with the issuing of ration books. It was done at the various elementary schools, which were better situated than Central for rendering this service to people of every neighborhood. The seniors also volunteered help with the undertaking. It is the recollection of the writer that the teachers rather enjoyed meeting parents and other adults on this unusual basis.

Certain adjustments in the curriculum were made to prepare the students to take their places more effectively in war industries, offices, armed services, nursing, and colleges. Girls were admitted to shop classes. Aeronautics became a popular subject. Swimming, wrestling, boxing, and obstacle running were introduced into the physical education program. Students were urged, not too effectively, to enroll in chemistry, physics, advanced mathematics, and foreign languages. The senior review arithmetic program, which had been taught jointly as an elective experiment by the writer and the head of the department, was made a required course because of the demand of business and industries for better preparation in computation. First aid was taught in the health and safety

Central's World War II Orphans

Louis Le Bervet **Wiecher Bergsma**

Adopted by Central under the Foster Parents' Plan for War Children. Louis, 1945-48, lived in Nantere, near Paris. Wiecher, our present orphan, is a native of the Dutch East Indies, but now lives in Stein, Netherlands.

classes. For the first time, girls were admitted to Mechanic Arts School to prepare for places in the war plants. After hostilities ceased, this temporary arrangement was discontinued.

As in World War I, the machinery of the draft began to grind almost immediately. With the draft age set at eighteen, with postponements permitted for boys actually enrolled in a school, Central's boys faced the draft upon graduation unless they had definite plans for entering college for a technical or scientific course which pointed toward war service.

Despite the advice of the national draft officials, headed by General Amos Hershey, that our boys stick to their studies and prepare themselves through more advanced courses in science, mathematics, and foreign languages for service of much greater value to the country, many of them felt the urge of the times and left school to enlist. Naturally, some of our younger men teachers entered the Army either through the draft or through enlistment. A fair number of our girls and women teachers volunteered for the several women's military or naval units. Out of such a large number it was inevitable that many should die. Our Honor Roll at the end of the south bridge, supplemented by a card file after the space in the frame became too small, shows that twelve men and seven women of our faculty went into the services. Of our graduates, students, and ex-students, 2132 boys and fifty-seven girls served in various units. Seventy-nine boys lost their lives in the service of their country.

The following is believed to be a complete list of faculty members who left Central to enter the various branches of war service:

Army: Carl DeBard, E. A. Hensley, Warren F. Klein, Edwin F. Oing, Lorraine Rake, Walter R. Riggs, Wesley Shepard, Leroy W. Shrode, William Smith, Alson H. Watson.

Navy: Glen Born, Herschel Dassel.

WAC: Ann Bray, Lois T. Hadley.

WAVES: Miriam Hardy, Jo Ann Martin.

Army Nurses: Esther Lichtenberger, Mary Elizabeth Martin.

Red Cross: Catherine Ferry.

Upon cessation of hostilities, vast throngs of young men were literally precipitated into civilian life with no very orderly means available of absorbing them into peace-time activities. All over the country many of them returned to high school. Probably several score re-enrolled at Central. Besides these who actually returned to their classes, several hundred were graduated without ever having been inside the school, under an arrangement devised by the State Board of Education for giving General Educational Development Examinations. This policy was discontinued after it had served its purpose.

We must not overlook the rehabilitation work which had to be undertaken after the war. Alfred W. Johnson, winner of the Hiram Ravdin Award in his senior year, 1934, went with the Quakers to Poland after the close of the war. He volunteered for a position with the American Friends' Service Committee, expecting to have only routine chores assigned to him. But he had not been in Poland long before his zeal and his administrative ability were recognized, and he was made Port Officer in Port Gdansk, formerly the German City of Danzig. In that capacity he had to meet all ships entering the harbor loaded with relief goods, supervise the unloading of the goods and its storage in the Friends' warehouses, see that correct inventories were kept, supervise the loading and dispatching of trucks carrying these relief goods to all parts of Poland, and make frequent trips of inspection to the most seriously devastated areas to see that relief was being administered according to the carefully considered plans of the Friends' Committee. He had volunteered for one year, but he stayed four years, so urgently were his services needed. When he was finally relieved to return home, he had the experience of returning through several Iron Curtain countries, Czechoslovakia, Bulgaria, and Jugoslavia, under safe-conduct of the Quakers. He then passed through Switzerland and Italy and sailed for home via the Mediterranean route.

It is quite possible that other Central graduates have rendered worthy service in rehabilitation work, but their names are not known to us. If such is the case, with no intention of slighting anyone, let us accept Alfred W. Johnson as typical of all former Central pupils who performed similar services.

With the Korean War following so closely upon World War II, this chapter would drag to extreme length but for the fact that the schools have not been called upon to perform actual war work. Our participation has been the sending of relief to the children of Korea. From recollections of teachers who sponsored the activities, we find that several projects relating to Korea were carried out. The Junior Red Cross sent chests containing small personal outfits of school supplies: paper, pencils, rulers, and erasers, and also soap, comb, wash cloths, towels, and tooth brushes. The World Neighbor Council, an organization the objective of which is to promote international good will and understanding through the rendering of practical aid, at Thanksgiving, 1951, collected $120 for school rehabilitation supplies and general aid to Korea; at Thanksgiving, 1953, its project was the sending of dried milk, for which purpose seventy-nine dollars was raised. For several years the Council has helped to sponsor an annual spring drive for serviceable used clothing.

A chest was also sent to Holland following the great flood of 1953. It had been filled the preceding year and was ready to go from the Red Cross headquarters in Washington.

CHAPTER 29

STUDENT GOVERNMENT AT CENTRAL

By Sharon Rae Bush, Class of 1954

Covenant of the Honor Room

> **Realizing the great value that an Honor Room would have in setting worthy ideals for E.H.S., we the undersigned enter upon the following Covenant:**
>
> 1. **We agree if assigned to the Honor Room to refrain between 8:25 and 8:52 in the said room from all communication of any kind whatsoever.**
> 2. **We will use the session room period for work exclusively, and will interrupt no one else in the room. We will attempt to make the study conditions of this room as nearly perfect as possible.**
> 3. **We will not loiter in the hall during this period.**
>
> **To these conditions and stipulations we pledge our word of honor without any equivocation or mental reservations whatsoever.**

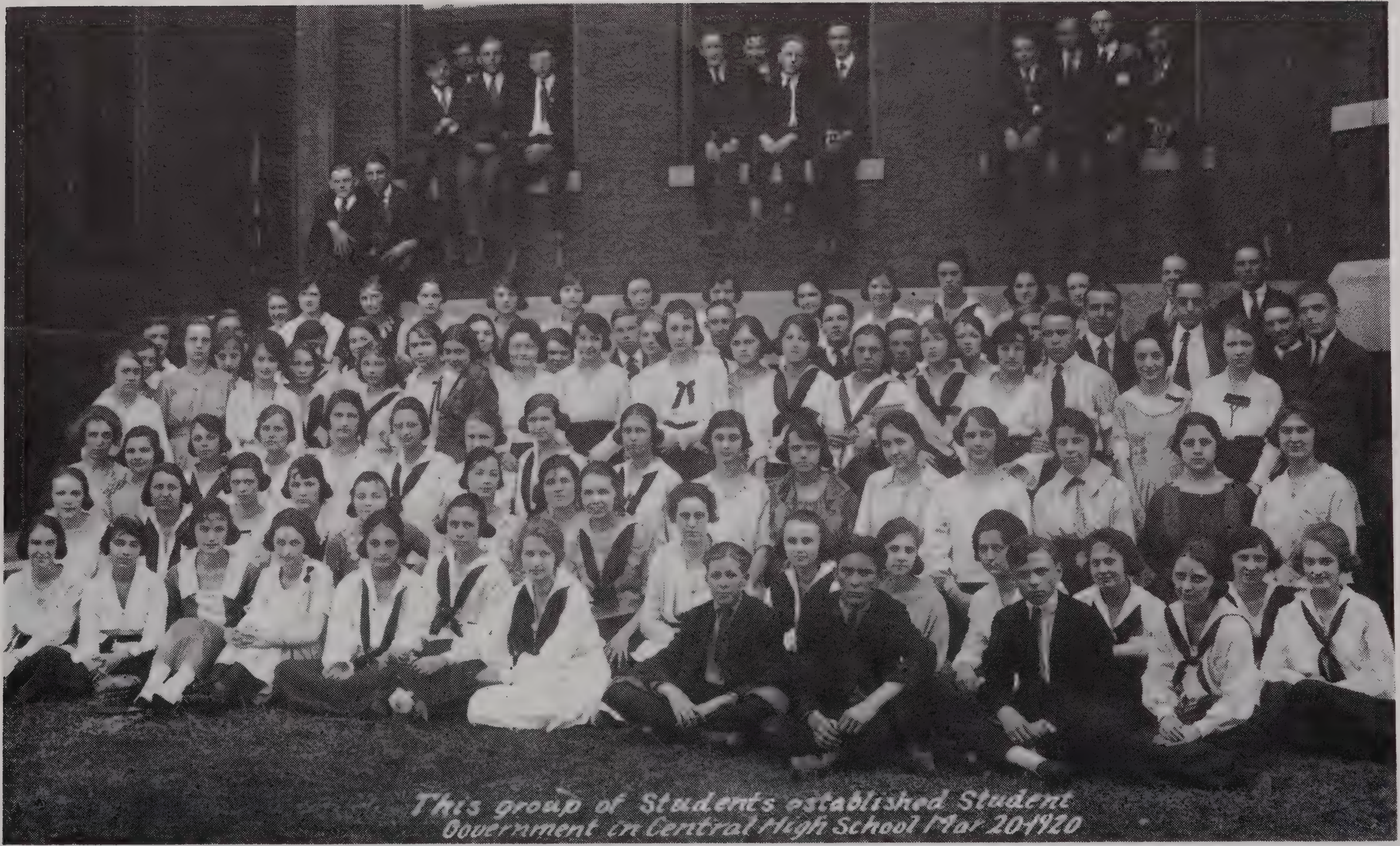
Thus student government came into existence at Central when, in January of 1917, thirty-five seniors successfully petitioned Principal John O. Chewning for an honor study room without teacher supervision and signed the covenant quoted above. This desire for more extensive freedom on the part of the students themselves, this aspiration to eliminate constant surveillance of teachers, made Central High School of Evansville a pioneer in a system of student government. It was the goal of this first honor study hall to prove that teacher control was not necessary. Plato furnished the motto for the first study hall: "To conquer one's self is the first and greatest of all victories." After signing the covenant quoted above, these thirty-five students were admitted to the honor room.

More than seventy members of the class of 1918 petitioned for another honor room; and because there were so many students, the boys and the girls were separated. Two representatives were selected from each honor room; their duties were to take attendance, to carry on campaigns, and to keep order. This same plan prevailed in 1919, with increased interest and enthusiasm displayed by both the students and the faculty.

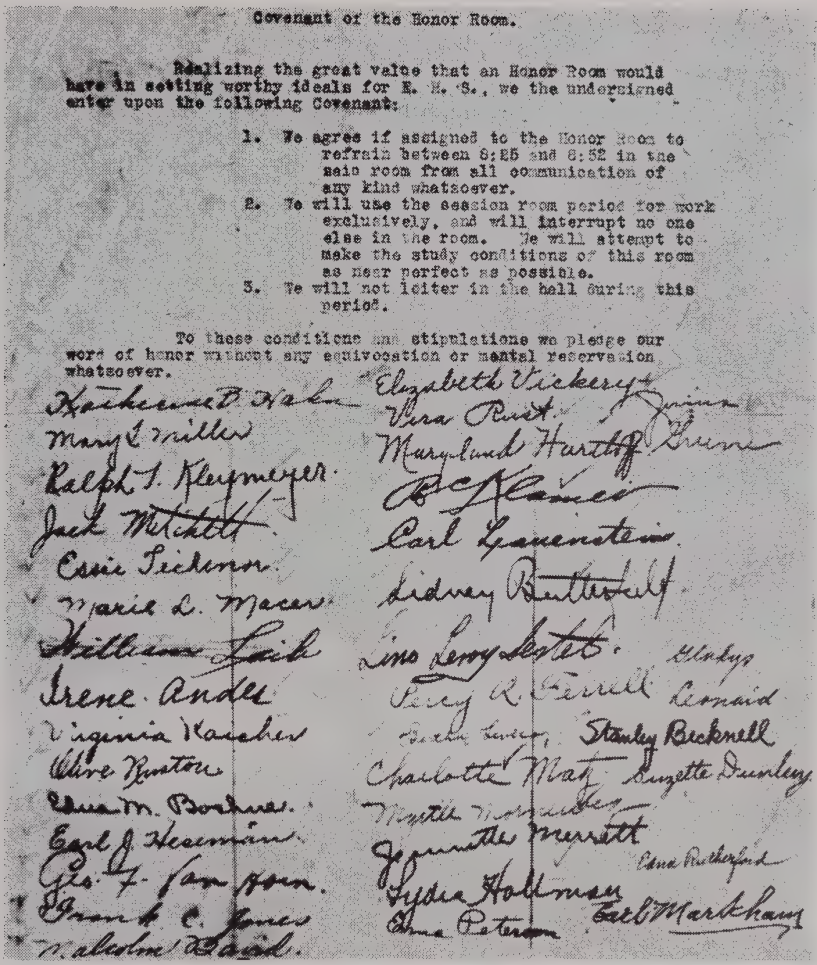
The students of Central High School met on March 20, 1920, in the auditorium and formulated a plan of self-control that was to prove memorable in the history of participation by students in school government.

The following procedure was adopted by secret ballot: The students were to elect ten prefects, five boys and five girls, six seniors and four juniors. These ten students, composing what was known as the prefect court, were given all of the executive, legislative, and judicial powers of the new government.

A head boy and a head girl prefect were, in turn, elected by the ten prefects. Under this system a student who was charged with a violation of a student government rule was brought before the prefect court for trial and punishment. Each



This group of Students established Student Government in Central High School Mar 20 1920



Covenant of the Honor Room.

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3. We will not loiter in the hall during this period.

To these conditions and stipulations we pledge our word of honor without any equivocation or mental reservation whatsoever.

Katherine P. Hahn
Mary L. Miller
Ralph T. Kleymeyer
Jack Mitchell
Essie Pickens
Marie L. Macer
William Laib
Irene Andes
Virginia Kaucher
Olive Renton
Edna M. Bochner
Earl J. Heseman
Geo. F. Van Horn
Frank C. Jones
Malcolm Baird

Elizabeth Vickery
Vera Rust
Maryland Harthoff
[illegible] Greene
[illegible]
Carl Grauenstein
Sidney Butterfield
Lino Leroy Sextet
Gladys Leonard
Percy R. Ferrell
[illegible]
Stanley Bicknell
Charlotte Matz
Suzette Dunley
Myrtle [illegible]
Jeanette Merrett
Edna Rutherford
Lydia Hallman
Earl Markham
Edna Peterson

The Original "Covenant of the Honor Room" by Which Student Government Was Initiated at Central

morning a court session was held, and the students who had in some way violated a rule of the government were tried. The prefects had the authority to punish these violators in any one of numerous ways. At times, the violators were made to sit on a bench in an after-school detention room. In extreme cases students were suspended from school for as many as three days at a time.

When the first election was held, the following students held the posts of prefect: Ed Cartwright, Elder Eberhart, William Little, Allen McGinnis, Walker Whitehead, Helen Arnold, Edith Garrett, Margaret Geissler, Lucille Sieber, and Dorothy Snethen. Serving as prefects during 1920-21 were Robert C. Enlow, Billy Little, Leslie Montgomery, Ralph Seiffer, Walker Whitehead, Emma Lee Cox, Edith Garrett, Margaret Geissler, Dolly Lory, and Katherine Welman.

The amazing success of student government may be attributed to John O. Chewning, who was then principal of Central. Mr. Chewning, known to many of the students as "Uncle John," devoted himself tirelessly to make student government successful. He worked diligently to prepare students to meet future civic

Central's Second Group of Prefects

Front Row: Emma Lee Cox, Edith Garrett, Katherine Welman, Dolly Lory.
Top Row: Walker Whitehead, Ralph Seiffer, Leslie Montgomery, Robert C. Enlow.
Inserts: Margaret Geissler, William Little.

and governmental responsibilities. Central received nation-wide publicity because of its student government, and Mr. Chewning received letters from various states complimenting the plan and inquiring about its method of operation.

The students were given complete control in 1922 when the principal gave the prefects the power to veto any of his decisions concerning offenders. After this time, the prefects had jurisdiction over home rooms, study halls, corridors, auditorium, court, and cafeteria, and over school functions, activities at games, and the conduct of the students on the way to and from school.

A rigorous test of student government was made on April 30, 1924. No teachers or administrative officers were present when the students of Central High School conducted the school for the whole day. Because this day proved successful, the continuance of student government at Central was assured.

In June of 1926 the first constitution was adopted and in May of 1932 it was revised. Representatives had their official beginning in 1932, one of their chief functions being to control the behavior of the students in the home rooms. In this revised constitution, the executive and judicial powers were granted to the prefect court while the legislative powers were put in the hands of the home-room representatives.

Although this system of government was highly successful during its early stages, the management of a school so large and complex as Central proved too important a function to be left in the hands of ten immature prefects. Because the teachers and the principal were legally responsible for the control of the school, the administrators came to believe that supreme authority of students was impossible.

When student population increased, the National Association of Student Councils, of which Central has long been a member, proposed that student government be a form of student participation in the school's administration. In December of 1944 the Student Council again revised its constitution. A more democratic system was established whereby the students themselves had greater participation in the government. The goals of this organization, as stated in the constitution of 1944, were ". . . to enlarge the scope of student participation in the government . . ., to develop a knowledge and appreciation of government in general, to encourage a responsibility for the welfare of the school, and to make this school a more effective organization for better service to its students and to the community."

At this time, under the direction of Miss Myrtle McKown, the Student Council was patterned after the Congress of the United States. The constitution as adopted in 1944 is still in use at the present time. This revised constitution stated that the student council shall consist of a house of representatives, a senate, and an executive board. The new officers allowed for in the constitution are a president, a vice-president, a speaker and a clerk for the house of representatives, and a secretary for the senate. A committee consisting of three members from the executive committee, three from the senate, and three from the house of representatives nominate the officers and, by popular vote, they are elected by the student body.

The legislative powers of the government are vested in the house of representatives and the senate. The house of representatives is composed of one representative from each home room who brings suggestions from his home room to the meetings and reports to his home room on activities of the house. The speaker of the house presides over the meetings, while the clerk serves in the capacity of secretary. Comprising the senate are five members from each of the four classes—freshman, sophomore, junior and senior. The senators are elected at the same time class officers are elected. The vice-president of the student council presides over the senate and is assisted by the secretary of the senate. These two bodies, the house and the senate, have the power to pass rules and regulations that will prove beneficial to the student body of Central.

The executive board, consisting of the president and the ten prefects, holds the executive powers of the student council. The final executive authority rests with the principal and the deans.

Sponsors are appointed by the principal. The sponsor has the power to veto all measures passed by the student council when such measures appear to be opposed to the best interests of the school. Central's student council has had several sponsors: Alvin R. Dickhaut from an undetermined date until his death in the summer of 1937; Mrs. Bonnie Bentley, who served from September of 1937 to the time of her death in January of 1943; Myrtle McKown, who held the position from January of 1943 to June of 1947; and Lester A. Reynolds, who was sponsor from September of 1947 to June of 1953. (Mr. Reynolds and Miss McKown are still on the teaching staff of Central.) Daniel Eggleston, the present sponsor, assumed his position in September, 1953.

The history of student government reveals many changes—changes which, for the most part, were brought about in an effort to strengthen and preserve its ideals. It is useless to assume that a prefect court as it existed in the beginning stages of student government would be effective in Central in 1954. Today we need and have a system on a wider scope, this system being defined in the revised constitution of 1944.

In studying the history of student government in Central, one realizes that wise sponsors and student leaders of the past have faithfully endured the hardships that accompany the organizing of a new system because they sincerely believed in their purpose.

The student council is a fine tradition of Central High School; it is a government of students, by the students, and for the students' welfare. Though endangered many times in the past, the student council has continued to serve the school. As long as democratic principles are observed, student participation in government shall be a practice at Central.

CHAPTER 30

THE BOARD OF CONTROL

The Board of Control of Central High School is a joint committee of teachers and students whose business it is to supervise and manage all financial matters which are not under the direct control of the Board of School Trustees. Such financial matters include athletic funds, the treasuries of clubs and departments, class treasuries, and the money collected by committees. The Board of Control concerns itself with the collecting, depositing, spending and accounting of such funds.

Legally the Board of School Trustees is the responsible body in the handling of all funds of the school. In practice, they delegate that responsiblity to the principal. The Board of Control therefore exists by virtue of the act of the principal in constituting it a permanent committee to take certain details off his hands. The Board of Control consists of seven teachers and seven students. The teacher-members are elected annually by the faculty. The student members are elected at the same time as the class officers—two by the sophomore, two by the junior, and three by the senior class.

During the growing period in the history of the school, from 1912 to 1917, it became evident that the funds of the many organizations could become a source of legal responsibility. If club treasurers could deposit funds wherever they chose or perhaps take them home for safekeeping, many irregularities might arise. If an organization borrowed money in perfectly good faith and then found itself unable to repay the loan, the good name of the school might be impaired. Clubs, committees, and organizations were multiplying in number at that time; the band, the orchestra, and glee clubs were putting on fund-raising campaigns; and *The Record* and the *Sagas* were collecting and spending considerable sums. It was essential that some well-planned supervisory body be created to exercise a kindly but firm control over such financial matters.

George W. McReynolds, then head of the history department, came forth with a suggestion for a body similar to one which had been operating in Princeton when he was principal there. The plan was essentially that which has already been described as to the composition, status, and duties of the Board as we now have it. His proposal came in the spring of 1917, and the plan was put into operation at once. The constitution as adopted at that time has been amended on various occasions as the need for revisions became evident, but in its general conception there has been very little change. Revisions have concerned details, not the general, over-all policy of the Board, which has remained remarkably constant.

Old financial statements indicate that the depositing of funds of organizations with the school treasurer began in the fall of 1927. At that time the treasurer of the Board of Control was ex-officio school treasurer. Very soon thereafter the Board of School Trustees adopted the policy of appointing some member of the school staff as school treasurer at a small additional salary; and the close relationship and harmony between the Board of Control and the school treasurer have continued to the present time. Miss Thelma Gruver has been school treasurer from 1939 to the present time, and the Board of Control has enjoyed the highest type of co-operation from her.

The following are some of the duties of the Board of Control, either as specified by its constitution or by reason of established precedent:

1. To approve financial drives for charitable and patriotic purposes
2. To co-operate with the school treasurer in handling the funds of the various organizations
3. To ascertain whether money collected from the students or raised by campaigns has been spent for the purpose for which it was designated
4. To determine the ratios in which the funds of the activity system are apportioned to the participating organizations
5. To appropriate money from its own treasury for projects for the benefit of the student body
6. To lend money to organizations undertaking self-liquidating projects
7. To conduct an annual audit of the accounts of all funds and organizations.

The Board of Control levies a small tax upon all ticket sales conducted in the school, and this tax constitutes the main source of income for its own treasury. Its treasury benefits further from interest on surplus school funds in a savings account in some local bank. From its treasury it appropriates money for various purposes benefiting the student body. An example is the annual appropriation of approximately one hundred dollars for the purchase of new pictures for the corridors and classrooms. A few years ago it arranged with a booking agency for a series of professional entertainments of very high order to be presented in assemblies. Its two largest appropriations in recent years have been those for the purchase of the Hammond organ in 1951 and for the expenses connected with the Centennial celebration of 1954.

The writer cannot refrain from giving special recognition to the long and conscientious services of J. M. Alcorn on the Board of Control. He was first elected to the Board in 1927 and has been re-elected every year since that time. He was our first school treasurer and served in that capacity until the position was placed on its present basis by the Board of School Trustees. He devised most of the forms and procedures which we use. He is present at every meeting of the Board of Control and is always active in shaping policies. Every summer, immediately after the close of the school year, he and the writer spend several days auditing the books of all the funds and organizations. They frequently find it necessary to prolong their labors into the early fall in order to confer with the treasurers or sponsors of funds. Through his long tenure on the Board and through his annual work in auditing the accounts, Mr. Alcorn has provided the continuity of close contact by which the Board has adhered to its real objectives. He has the ever-watchful eagle eye which is constantly alert to detect any violation of a rule or any practice which might result in financial embarrassment for any organization or treasurer. So intimately has Mr. Alcorn been connected with all the doings of the Board of Control that, if we did not already have for him the friendly nickname "Doc," we might be tempted to dub him "Mr. Board of Control."

CHAPTER 31

THE ACTIVITY PLAN

For some years during the middle 1930's several teachers had been talking over the idea of giving the students a "package deal" by which they could have, at a budget price, a ticket of admission to every event given by any organization of the school and the right of participation in every necessary or desirable activity. During the school year 1936-37 meetings were held by teachers who had expressed an interest in the idea and by the officers of the junior and senior classes. The writer well remembers the long sessions in room 309 and the earnest discussions based upon columns of figures written on the blackboard. Ann Bray, then teacher of journalism, was one of the most active champions of the plan.

The committee made a lengthy report in which it recommended that the plan be tried but expressed the suggestion that further study should be made before attempting to introduce it. The discussions were continued during the school year 1937-38, and the committee that year worked out the mechanics of the system. The success of the plan has been at least partly due to this careful preliminary work.

During the spring of 1938 the decision was made to put the plan into operation that fall. The necessary printing was done, the publicity material was prepared, and Carl Harmeyer, then a history teacher and now assistant principal, was appointed treasurer of the system. Our records preserve a copy of the handbill which was posted in every home room to explain the plan to the students. From it we have gathered much of the numerical information contained in this chapter. The faculty and students both accepted the plan heartily. Except for minor revisions it still operates on the same general principle, and it appears to have become a permanent part of our financial arrangements.

Briefly, it works as follows: All organizations planning to give a performance at which admission will be charged submit their plans in the spring for the following year. The complete athletic schedule is taken into account. *The Centralian* decides upon its subscription price. The price of the *Senior Edition* is determined. An effort is made to foresee every possible expenditure which any student will be called upon to make. When these figures have been listed, the complete price of the tickets is decided upon.

During the summer the tickets are printed and bound into convenient booklets. In the fall each home room chooses an activity representative who collects the weekly installments of all students wishing to participate, keeps a careful account of each member's standing, and deposits the money with the teacher who is treasurer of the activity fund.

Immediately upon the issuance of a booklet the pupil receiving it must sign every ticket in ink. The front cover must also be signed by the pupil and countersigned by the home room adviser. With the wide mutual acquaintance existing between teachers and pupils, if ticket takers at school events are alert, violaters of the non-transference clause are not difficult to detect.

The booklets of tickets are kept in the home room, and each ticket is given out just before the event for which it has been designated. An exception is made for those students who pay in full in the beginning of the campaign or shortly thereafter: they are permitted to have complete possession of their booklets at once. An arrangement has recently been made with the other high schools of the city by which a pupil transferring from school to school can have his booklet of tickets exchanged at little or no loss.

When the activity plan was begun, the price of the booklet was $3.25, payable at the rate of twenty-five cents down and ten cents a week for thirty consecutive weeks. The buyer finished his payments sometime in April. Because of the general increase in all costs, it has become necessary to raise the price to $3.80. Since most pupils can pay somewhat more than the original weekly payment of ten cents, the payments at present are thirty cents down and twenty-five cents a week for fourteen weeks. A pupil who keeps up his weekly installments with regularity finishes paying for all events for the school year just before the Christmas holidays.

When a pupil withdraws before completing his payments, his book is returned to the activity treasurer and is cancelled. A pupil entering Central from outside the city while the payments are in progress and desiring a book may have one at a reduced price computed from a table based upon a sliding scale. If a pupil lets his payments lapse, he receives no tickets until he has made up all payments.

Carl Harmeyer, first treasurer of the activity system, set up the mechanics of administering the installment payments and keeping the accounts of the home rooms and of the individual pupils. Mr. Harmeyer tells the ancedote that, when he assumed office, he ordered a device known as an "open file" in which to keep the home room records. It did not arrive by the expected time nor by several weeks thereafter. He made inquiries of the supply house, and learned that an error had been made in addressing the package. His open file had been shipped to the internationally famous banking house of J. Pierpont Morgan.

The list of athletic games, plays, entertainments, publications, and other activities to which a participant in the plan is entitled in 1953-54 is as follows:

Seven scheduled football games
Twelve scheduled basketball games
Ten basball games and track meets
The senior and junior plays
The band's "Big Broadcast" and the choir's operetta
Four other concerts, vocal and instrumental
The year's subscription to the *Centralian* and the *Senior Edition*
The locker fee for the year.

The total price of all admissions, publications, and privileges which a participating pupil gets for his $3.80 is at present $14.40. How is it possible to give such a bargain and yet come out even? By vastly increasing the number of pupils attending each event and participating in each activity. Before the plan was adopted, attendance at football and basketball games was unpredictable. There might be a vast crowd or there might be a mere handful. With the activity plan, at least a presentable turnout is assured at all games. Years ago the junior and senior plays were given to a small, select adult audience. Now we have a packed house each night, with perhaps three-fourths of our student body coming one evening or the other. Formerly only a few students paid for *The Centralian;* the rest hoped to pick one up somewhere. Now, the great majority receive it regularly each week on an activity ticket. By decision of the City Athletic Council, activity tickets are good at all city games in which the issuing school plays.

Another great benefit has been reduction in the number of fund-raising campaigns. Many of us remember the annual athletic season ticket sale each fall, which took a great toll of our energy. Every week or two the home room was assailed with a new financial drive of some sort. Now the campaign is conducted with very little commotion during one week each fall, and the weekly installments are collected and deposited in an orderly manner which is no great burden to any teacher or pupil.

The Board of Control decides by a mathematical formula just how the income of the activity system is to be apportioned to each participating organization. The apportionment ratio is reconsidered and revised each spring for the following school year to avoid perpetuating any inequalities which may have arisen.

Special arrangements are made to sell a ticket at student price each fall to the members of the graduating class of the previous June who desire one. Tickets are also sold at student prices to eighth grade pupils of the schools whose districts send their young people to Central and to teachers in those schools. A special arrangement is also made by which members of the band, which plays at athletic games, may have a "partial ticket" coverning all activities other than games at a fair proportionate price. The possession of an activity ticket is a certificate of eligibility for drawing for the privilege of buying season tickets for basketball tourneys each spring, the demand for which often considerably exceeds the available supply.

The other high schools of Evansville, realizing the great advantages of our system to both the pupils and the organizations, have all adopted similar plans. Their plans differ in details from ours and from each other, but all are based upon the same principle, the idea of giving the pupil a complete ticket to every activity in which he will participate at a greatly reduced price and of financing the organizations on the much smaller per capita income through the vastly increased student participation. In this undertaking, as in so many others, Central has been the school to take the lead, develop the idea, and show the other schools the way.

CHAPTER 32

THE CENTRAL BOOKSTORE

The school bookstore, which sells new and used books and school supplies as a convenience and as a means of economy to the Central students, originated from two different sources which merged into the present arrangement.

In the fall of 1937 the mathematics department, with C. C. Robinson as its head, undertook to collect and sell mathematics books only as a means of raising a little money for its fund out of which it planned to buy items not supplied by the Board of School Trustees. Pupils turned in their used mathematics books to be sold to the next class of students who would need them; the department retained a small commission and paid the difference to the seller. Herschel Dassel, then a mathematics teacher, operated the store with the help of a group of students.

The plan was so successful that the suggestion was made to extend it to all departments, making a school-wide project of it. Mr. Dassel consented to try this enlarged plan, which also proved highly successful.

From the early 1920's the commercial department, with M. W. Grinnell as its head, had operated a school supply store selling pencils, erasers, theme paper, notebooks, and various other items needed by the entire student body. The purpose had been twofold: to save the students a trip to Main Street for small purchases, and to make a profit to be used for the annual trips to the state commercial contests in Muncie. Since the department did not plan to continue the annual trips, Mr. Grinnell consented, as soon as feasible, to close out his school supply business and permit the enlarged bookstore to take it over. The bookstore has greatly expanded its stock and renders a much appreciated service to the entire school.

During the school year 1943-44 the Board of School Trustees decided to discontinue designating certain downtown stores as "official depositories" for *new* schoolbooks and to undertake the selling of them in the bookstores operating in the schools. The other high schools had by this time realized the great advantage of selling used books through a school bookstore and had set up stores along the same pattern as ours. The project of adding new books to the stock required a vastly expanded organization unified throughout the city high schools. Gilbert F. J. Schrodt was made director of the project for all the high schools with the duty of working out a uniform system of pricing, record keeping, ordering, and selling. Paul Thompson, the present manager of Central's bookstore, has a very efficient staff of girls who help him during the great rush prevailing during the first week of each semester and a somewhat smaller staff to help him throughout the year. The faculty also supplies him assistance during the first week of each semester.

It is an interesting experience to watch the Central staff, consisting of faculty and student members, on the first day of school in September and on the day of the change of semesters in January, sell as many as three thousand books to over a thousand students in about two hours. The books are sorted by departments and each kind of book is arranged in piles according to price of new or secondhand copies. The tables on which the books are piled are arranged so that the students walk around in clockwise direction making their choices very quickly, in much the same manner in which people choose their food in a cafeteria. After they have passed all the piles of books, they stop at a table where their purchases are totaled and at another table where they pay for their purchases and receive a ticket of clearance which permits them to leave the store. The entire mechanism has been so carefully worked out and revised in the light of further experience that the plan works with amazing smoothness and speed.

Any profits accruing from the operation of the bookstore are paid over to the Board of Control, that body designating the specific fund to which they are to be allotted or the specific use to which they are to be put. The Board of Control, ever watchful of the interests of the students, is careful to designate such uses of the profits that the student body will benefit to the greatest possible extent.

CHAPTER 33

THE CENTRAL ALUMNI ASSOCIATION

Efforts have been made on several occasions to organize an association of our graduates. The first effort of which we have definite knowledge occurred in 1874 when a meeting was called for June 19. We find from the *Evansville Journal* of the following day that Luke Wood was president and that an enthusiastic group of graduates had assembled. We heard of Luke Wood in Chapter 17 as having graduated in 1864; by 1874 he had become a successful lawyer and was president of the Board of School Trustees. It is especially interesting to note that former Principal F. C. Willett was present and gave the invocation. Unfortunately, we were unable to find a news item stating where he was then living or what work he was then doing. Maggie Farrell, a graduate of 1867, was elected historian with the commission to prepare and read a history of the school at the next annual meeting.

The *Journal* account of the 1875 meeting is before us as we write this. The gathering was held in High School Hall on June 11 with Luke Wood presiding. A selected choir sang "I am with you once again, my friends." An oration was delivered by H. H. Hancock of the class of 1867; Blanche Able (1872) played a piano solo; Annie Farrell (1865) read an essay; Tom Scantlin (1869) read selections from his poems; and Principal Jacob A. Zeller sang one of his popular baritone solos entitled "My Last Cigar." Maggie Farrell (1867) then gave the principal number on the program, a history of the school from its founding to 1875.

Miss Farrell made the statement that H. Q. Wheeler founded the high school in 1852; on what basis she accepted that date, we do not know. She gave a list of graduates year by year beginning with 1864. It is interesting to note that her list of 1864 agrees with the list printed in the *Annual Report* of the Board of School Trustees for 1887-88, but disagrees with the list printed in the *Journal* the day after the exercises of 1864. Each year after 1864 Miss Farrell's list differs by a name or two from the list in the 1887-88 report; not until 1870 do we find complete agreement. It is also odd to note that Ferdinand C. Iglehart, so widely accepted as our first graduate in 1863, is not even named by Miss Farrell, although he was elected to give the annual oration in 1876. Mary Chandler (1870) was chosen to prepare the essay for 1876, Mrs. J. E. Williamson (formerly Kate Gatch (1868) to render poetry, and Will H. Walker (1872) to continue the history. The meeting closed with the singing of "Auld Lang Syne."

It has been very instructive to learn than an alumni organization existed so early. Having located good accounts of the meetings of 1874 and 1875, we would gladly have traced the movement forward and backward in an attempt to find out whether the association had existed even earlier than 1874, and how long after 1875 it continued to hold meetings. Only the pressure of time has prevented our carrying out such an investigation.

Another alumni meeting was held on January 29, 1897, in response to a call issued by Principal Robert Spear, who notified the Board of School Trustees and invited them to attend.

Principal John O. Chewning called a meeting in 1920. Among those present were Louise Hornbrook Evans and Maggie Allen Armstrong of the class entering in September, 1854, and Mary O'Bryne Miller, who probably entered in January, 1855. After the school yell leaders had led the assembled guests in some cheers, these three elderly women got together and arranged a yell of their own which was the hit of the evening.

Meetings were held annually from 1920 through 1926. In 1923 Mrs. Bennett Whitehead was president and Mrs. Albion Fellows Bacon was toastmistress. In 1924 Sidney Butterfield was elected to succeed Mrs. Whitehead, while John W. Boehne, Jr., and Mrs. Frederick Erlbacher gave addresses. Sidney Butterfield continued as president through 1926. In 1925 Superintendent John O. Chewning and Principal Charles F. Olmsted gave talks. The meeting of 1926, at which Guthrie May, Mrs. Whitehead, Dorothy Welborn, Mrs. Bacon, Charles Culp, and Messrs. Chewning and Olmsted spoke, was the last general meeting of the series. A limited meeting of the classes of 1925-27 was held in 1927 to honor Principal Charles F. Olmsted who was leaving for a new position.

When it became known that a Centennial celebration was planned for 1954, a meeting was held in our auditorium in June, 1953, the purpose of which was to do some preliminary work toward participation by our alumni in the great event soon to come. Officers were elected as follows: Ralph McReynolds (1904), president; Allan Brentano (1928), vice-president; Lois Bost Wiles (1943), secretary; Robert C. Enlow (1922), treasurer. It would be very desirable if one result of the Centennial should be the formation of a permanent organization to function through the years.

It should be mentioned that the class of January, 1901, of its own volition did some work toward organization. In May, 1951, it held a Golden Anniversary reunion under the leadership of Louis J. Koch, West Side manufacturer. The class assembled at the building and made a tour of all the old familiar haunts. They posed for a group picture in front of the building, each member present sitting or standing in the self-same location in which he appeared on their group picture taken at graduation time. Among anecdotes that alumni have recounted, the writer was interested in several reported by Mr. Koch. His senior class had James Whitcomb Riley at the Grand Theatre for a recital of his own works, the profits from which the class used for their gift, the equipping of the chemistry laboratory. Mr. Koch mentioned one of the secret societies, "Mu Pi Delta," the constitution of which stated that it existed "for the purpose of furthering the interests of literary work and social culture among students of the Evansville High School." Mr. Koch also recounted that the boys of his class turned out in a body to meet Theodore Roosevelt when he visited the city in 1900 and how Mr. Roosevelt repeatedly uttered his famous exclamation, "Delighted!" A member of Mr. Koch's class, Miss Erna Heim, until recently a teacher at Fulton School, is proud of the fact that she was the first student in the twentieth century to be called up to receive a diploma from the Evansville High School.

CHAPTER 34

THE CENTRAL PARENT-TEACHER ASSOCIATION

During the second decade of the twentieth century the movement toward establishing parent-teacher associations was sweeping the country. Such organizations were being formed in elementary schools all over the land. It was much harder to set up similar clubs in the high schools, and Central was no exception. Our Parent-Teacher Association was one of the last to be organized in the public schools then operating in the city.

The *Sagas* for 1921 contains a synopsis of the work of the club during its earliest years. We find the statement that it was organized in 1919, with "Mr. Welborn" as president. An interview with Attorney W. C. Welborn, whose four daughters all graduated from Central, brought out the information that he was elected president in the latter part of that year but never assumed office because of legal work which took him out of the city a great deal at that time. Early in 1920 Mrs. John H. Berryhill was chosen president. She had intended to serve the rest of that school year only, and even gave a farewell address at the meeting held early in September of that year. Her services, however, had been so valuable that she was prevailed upon to continue in office for another year.

Some of the proceedings of that meeting, as recorded in a newspaper clipping in the files of the Central Public Library, are very interesting and recall the names of persons prominent in the public life of the city at that time. Judge E. Q. Lockyear spoke on the need for an improvement in the quality of the movies being shown in the theaters. Superintendent L. P. Benezet called attention to the value of a school paper, such as *The Centralian*, then just entering upon its third year, as an organ for bringing parents correct news of activities of the school. Mrs. Bennett Whitehead expressed the opinion that if the Central team had been clad in school sweaters and backed by some rooters, our team would not have lost the championship at Bloomington to little Sandusky, a school with only seven boys enrolled. C. B. Enlow seconded the idea of school sweaters for the team, and Coach Charles G. Maple stated that he considered the idea of sweaters better than that of the gold pins which had previously been awarded. Sam Orr suggested a loan fund for self-supporting students. Out of all these items of discussion the chief accomplishment was a resolution for the appointment of a committee to raise the money for monogrammed sweaters for athletes, both boys and girls. It is the recollection of old-timers that C. B. Enlow rendered outstanding service in this project. Billy Stevens led the parents in some school yells, after which the Central band, directed by Paul Baldwin, gave a musical program. Parent enthusiasm must have reached a high point at that meeting, since over a thousand were present and since so many of them, especially the fathers, were eager to express their ideas.

The Parent-Teacher Association sponsored several very constructive projects in its early years. One of them was a movement by which students from the upper classes went out to the elementary schools and told the eighth grade pupils of life in the high school. Another was the holding of an open house during which two class periods were conducted in the evening with the parents present to observe the recitations. This was the beginning of our annual open house which is held during American Education Week. A third project was the purchase of sweaters as awards to athletes, as a result of the suggestion made at the September meeting of 1920. A fourth was the fostering of a closer acquaintance between parents and teachers for the sake of the students. Those who have thought of the Parent-Teacher Associations as organizations which hold paper sales and bake sales will have their faith in the clubs renewed by recalling the real purpose for which such clubs exist and by reviewing some of the fine accomplishments of those early years.

The *Sagas* of 1921 announced the election of Mrs. Bennett Whitehead as president for the ensuing year and gave a statement of her aims as follows:

> Her plan is to create a greater interest in athletics and to get the citizens of Evansville to back the school in any enterprise it may undertake. She doesn't want the club to thrust itself on the school, but to minister to its needs. If she succeeds in the plan, as is predicted, she will help Central to a greater success and she will also prove what an indispensable factor the Parent-Teacher Club is to the school life.

The writer regards as the most constructive project of the club during this period a committee activity in which he participated. It was found during the late 1920's that a great many safety hazards existed in the building and that a surprisingly large number of rather simple repairs were needed as matters of convenience. It was during the term of Mrs. P. R. Pelz as president that a Health and Safety Committee was formed. Mrs. Pelz herself drove in from her country home Saturday after Saturday to help survey the building. There were several other mothers on the committee, and the writer and J. L. Cooprider were the teachers appointed to help. The head of the health department, Dr. C. C. Wilson, gave the committee his full co-operation. A list of needed corrections was presented to the Board of School Trustees and received their hearty attention. From that time on improvements and repairs to our building have been made almost annually.

The next constructive project was undertaken during the presidency of Mrs. T. K. Moxley. Seeing that our pupils were in need of an opportunity for frequent recreational gatherings, Mrs. Moxley began the custom of holding parent-teacher supervised dances and social evenings. The Community Center did not then exist; and since there was no room in our building having the size and facilities needed for such gatherings, she arranged for lodge rooms and public halls for the events which were held almost weekly during the winter. The writer worked with her constantly during those years and was conscious of a very appreciative attitude on the part of the students. This recreational program can probably be regarded as the genesis of the idea of the Community Center. Indeed, during the early years of the latter institution, before a professional director was employed, the Central Parent-Teacher Association operated the Friday evening recreational program.

As an example of worthy projects of the present time mention should be made of the annual award of a scholarship to some graduating senior who plans to prepare for the teaching profession. The money is raised by various undertakings, and the recipient is chosen largely on recommendation of the faculty.

For several years past the mothers and fathers of the Parent-Teacher Association have renedered a fine service to the students by acting as chaperons of the bus trips to out-of-town athletic games and tourneys.

The Central Parent-Teacher Association co-operates heartily in the work of the City Council of Parent-Teacher Associations, especially its study groups and its annual Founders' Day dinner. It is encouraging to observe how many parents of Central pupils have served as presidents of the City Council.

In the compilation of a list of presidents of the Central Parent-Teacher Association our chief source of information is the annual public school directory and has been verified from newspaper clippings at the Central Public Library. It will be found to differ somewhat from a list supplied by the secretary of the association, but the writer considers it the most reliable list obtainable, having been compiled from records printed at the time each president was actually in office. During the years 1923-25 the principal of the school appears to have served, not exactly as president, but as "chairman of the Parent-Teacher Council." The list is included in Appendix A.

CHAPTER 35

OTHER SCHOOL UNITS USING OUR BUILDING

We have seen that for a short time beginning in 1898 the Evansville Deaf Mute School was located in one of the rooms of our school. This is not the only irregular unit of the school system which we have sheltered.

At least three times the Board of School Trustees has tried conducting a teacher training school. It was first suggested when the high school building was being erected in 1868. The *Journal* of July 16, 1868, contained an article on the subject. The school operated during 1868 and 1869, but collapsed almost immediately under a curious circumstance. Two teachers were brought from an eastern normal school, and the class was making progress, but such a succession of vacancies in the city schools occurred that all the teacher training students had to be placed in positions. No further attempt was made to revive the plan until sometime in the late 1880's. In his annual report to the Board for 1887-88, the superintendent recommended the re-establishment of the teacher training school. It was done sometime in the 1890's, as the writer knows because he had a relative and a number of acquaintances among teachers who went through the course just before or just after the turn of the century. The young women taking the course and doing practice teaching were called "cadets." It is not apparent what caused the plan to lapse again, nor just when it did so.

A teacher training class was again undertaken in 1903, by Board action of May 18, under the following stipulations:

1. Only graduates of our Evansville High School were to be admitted.
2. The course was to be two years in length.
3. The first year the work was to consist of recitations and observation of teaching in our schools; the second year it was to be recitations and practice teaching.
4. Training school graduates were to be known as "teaching cadets" for two years after graduation.
5. Their tenure was to depend on their efficiency and success.

We are unable to say how long this particular project continued in operation.

The Evansville Teacher Training School was re-established in 1911 in the high school building with Balbina M. Hess and Ethel Burton as instructors, the former being replaced after three years by Ella Morford. The young women taking the course had assembly seats in North Hall in 1911-12; after the Sixth Street building was occupied they moved into quarters of their own. In 1919 the institution was taken over bodily as the department of education of Evansville College.

We have seen that from 1853 to about 1880 there were primary schools located all over Evansville in rented and temporary quarters, often in the second story of an engine house. In the early 1870's one of the primary schools was moved to a corner of the High School Hall, which was the entire third floor of our Seventh Street building. The little children had to climb the torturous stairways to the great hall, empty except for the corner occupied by them. The writer's mother, who attended primary school in that place, states that it was a dismal and inconvenient location.

After the junior high school classes were sent back to the elementary buildings several of the teachers stayed at our building teaching "continuation classes" of boys and girls who had left school on a work permit, the law at that time requiring their employers to release them on "company time" for a stipulated number of hours a week to continue their education in the basic subjects, English, arithmetic, and United States history and government. These classes granted no high school credit and the pupils were not counted in Central's enrollment, our building being used purely because of its downtown location.

For very much the same reason the all-city night high school is held in our building. The teachers are drawn from all the public high schools of the city; the students are not a part of our enrollment. The school is open to both adults and high school seniors, the latter by permission of their principals. The high school seniors are usually students who have very nearly enough credits for graduation and who elect to go to work, taking the few subjects they still need in night school. Upon successful completion of their subjects the director of the night school grants them transfers of credits to their home schools.

During the years when summer school was held, Central was usually its location, although there were a few years when Reitz or Bosse was used because of their cooler and more quiet neighborhoods. Transfers of credits were handled in the same manner as those from night school. The first summer high school was held in 1917 and the last in 1948, although they were not held continuously during those years.

There is a possibility that some other public school units have used our building, the name of which has escaped our memory.

In very recent times, during the 1940's and 50's, space in the superintendent's office became cramped. That was just the time when Central had its decline in enrollment; consequently certain rooms of our school were preempted by the office as an annex. Rooms 125 and 126 were the first to be so occupied and two small rooms in the manual training building are also being used as offices. What will happen when Central is again filled with its own enrollment is a problem which will have to be faced soon.

APPENDIX A

PRINCIPALS OF THE EVANSVILLE HIGH SCHOOL, NOW CENTRAL HIGH SCHOOL

September, 1854–December, 1854 (?)	"Mr." Green (Christian name unknown)
January, 1855(?)–July, 1855	E. P. Cole
September, 1855–December, 1857	Benjamin P. Snow
January, 1858–July, 1858	Samuel K. Leavitt
September, 1858–July, 1859	Chase P. Parsons
September, 1859–July, 1862	Charles H. Butterfield
September, 1862–November, 1862	E. S. Green
November, 1862–December, 1862	(Rebecca H. Hough in charge)*
December, 1862–June, 1865	Chase P. Parsons
September, 1865–October, 1865	(Charles H. Butterfield in charge)
October, 1865–November, 1865	(Mrs. E. J. Rice in charge)
November, 1865–December, 1865	T. F. McFadden
January, 1866–June, 1866	M. Hutcheson
September, 1866–May, 1870	F. C. Willett
May, 1870–June, 1870	(Rhoda Driggs, Asenath Cox in charge)
September, 1870–June, 1881	Jacob A. Zeller
September, 1881–June, 1885	William McK. Blake
September, 1885–April, 1904	Robert Spear
April, 1904–June, 1904	(Leonard Young in charge)
September, 1904–June, 1907	J. G. Collicott
September, 1907–June, 1910	Leonard Young
September, 1910–June, 1917	Ernest P. Wiles
September, 1917–June, 1924	John O. Chewning
September, 1924–June, 1927	Charles F. Olmsted
September, 1927–June, 1954	Carl Shrode

Successor not yet named at the printing of this book.

*Teachers stated here to have been "in charge" performed the duties of the principal when the school was temporarily without a head, without having been designated by the Board as acting principal.

CENTRAL'S FOOTBALL AND BASKETBALL COACHES

School Years	Head Football Coach	Head Basketball Coach
1896-1907	Linnaeus N. Hines	Thomas Records
	Leonard Young for all sports	
1907-12	M. L. Plumb	M. L. Plumb
1912-17	George F. Miller	George F. Miller
1917-18	Ralph N. Shafer	Ralph N. Shafer
1918-19	M. L. Plumb	M. L. Plumb
1919-20	Dwight V. Peabody	Dwight V. Peabody
1920-21	Charles G. Maple	Charles G. Maple
1921-22	Herbert R. Henderson	Herbert R. Henderson
1922-23	Herbert R. Henderson	Harlan H. Miller
1923-24	Herbert R. Henderson	Mark Wakefield
1924-26	Ray Hanna	Mark Wakefield
1926-27	Irvin C. Springer	Irvin C. Springer
1927-33	Irvin C. Springer	Mark Wakefield
1933-43	D. O. Howard	Mark Wakefield
1943-47	D. O. Howard	Glen Bretz
1947-	D. O. Howard	Walter R. Riggs

CENTRAL'S INSTRUMENTAL MUSIC DIRECTORS

School Years	Band	Orchestra
1913-1914		Chloe Stoneking
1914-1917	M. B. Chenhall	M. B. Chenhall
1917-1924	Paul Baldwin	Andrew T. Webster
1924-1928	E. H. Lenz	Andrew T. Webster
1928-1829	Frank Weirz	H. Sigurd Humphreys
1929-1932	Frank Weirz	Lois T. Hadley
1932-1936	Paul Yoder	Lois T. Hadley
1936-1937	Carl F. Jebe	Carl F. Jebe
1937-1943	Wesley Shepard	Alvin Ahrens
1943-1945	Harry Hart	Harry Hart
1945-1946	Wesley Shepard	Wesley Shepard
1946-	Burnell Smith	Burnell Smith

CENTRAL'S VOCAL MUSIC DIRECTORS

1867-1908—M. Z. Tinker
1908-1909—Louis F. Burnett
1909-1911—J. Ludwig Frank
1911-1912—Mrs. Ben Thompson
1912-1914—Chloe Stoneking
1914-1917—Martin B. Chenhall
1917-1918—Mildred Lund
1918-1929—Andrew T. Webster
1929-1943—Lois T. Hadley
1944-1946—Myrtlesther Dunkelberger
1946-1950—Robert Dickey
1950- —Bradford Chaffin

PRESIDENTS OF THE CENTRAL PARENT-TEACHER ASSOCIATION

1920-21—Mrs. John H. Berryhill
1921-23—Mrs. Bennett Whitehead
1923-24—John O. Chewning
1924-25—Charles F. Olmsted
1925-27—Mrs. Thomas Ross
1927-29—Mrs. P. R. Pelz
1929-31—Mrs. Wade H. Bell
1931-33—Mrs. T. K. Moxley
1933-34—Mrs. Bernard D. Ravdin
1934-35—Mrs. F. L. Erlbacher
1935-36—Mrs. Carl Heldt
1936-38—Mrs. L. A. Hobgood
1938-39—Mrs. R. V. Pate
1939-41—Mrs. Virgil D. Wilder
1941-43—Mrs. G. R. Ballard
1943-45—Mrs. Sol Angel
1945-46—Mrs. George Klemann
1946-48—Mrs. Horace Small
1948-50—Mrs. H. O. Barclay
1950-51—Mrs. Horace Small
1951-52—Mrs. Hugo Spiegel
1952-54—Mrs. Edgar Moore

Just as this work goes to press, Mrs. Russell Voyles has been elected President for 1954-55.

CENTRAL PARENTS WHO HAVE SERVED AS PRESIDENTS OF THE CITY COUNCIL OF PARENT-TEACHER ASSOCIATIONS

1919-21—Floyd C. Ragland
1921-22—Mrs. Alma Wittenbraker
1922-24—Mrs. Thomas Ross
1927-28—Mrs. Thomas Wilson
1934-36—Mrs. Charles Kaltofen
1942-44—Mrs. George B. Hackett
1952-54—Mrs. Russell Voyles

APPENDIX B

THE EARLIEST KNOWN ALUMNI OF CENTRAL ALIVE IN 1954

1880	Louis Begeman	Cedar Falls, Iowa
1881	Genevieve M. Cook (Mrs. Marcus S. Sonntag)	Riviera Apartments
	Carrie Heuke	800 Ravenswood Ave.
	Bertha Negele (Mrs. Louis Heeger)	203 First Avenue
1882	Thomas Brown	St. Louis, Mo.
	Lily Murfitt (Mrs. Frederick Arentz)	Joliet, Ill.
	Irving Ruston	Bellingham, Wash.
1883	Edward Kiechle	719 S. E. Riverside
	Emma Roth	502 Adams Avenue
	Laura Sansom	Irving, Texas
	Ottie F. Smith (Mrs. Thomas Moore)	45 Washington Avenue
	Fannie Wolf (Mrs. Fannie Worthington)	Los Angeles, Calif.
1884	Sarah Barnett (Mrs. Sarah Haas)	511 S. E. First St.
	Mary King Drew	Rathbone Home
	Madge Hornbrook (Mrs. Battelle White)	El Paso, Texas
	Lida Scantlin (Mrs. Lida Corrington)	Rathbone Home
1885	Rev. William Daum	Thornton Home
	Matilda Gruen (Mrs. Matilda Kyle)	New York City
	Emma Moll (Mrs. Paul A. Meyer)	516 Read Street
1886	Martha W. Jewett	Outer Lincoln Avenue
	Belle Rosenfeld	714-B S. E. Second Street
1887	Lillian Geupel (Mrs. Charles Bromm)	512 S. E. Fourth Street
	Ferd Gumberts	Hotel McCurdy
	Ida Murfitt (Mrs. Samuel Vickery)	49 Washington Avenue
	Eva Stiltz (Mrs. Louis Elles)	Colonial Apartments
	Mamie Turnock (Mrs. Willis M. Copeland)	815 S. E. Third Street
1888	Emmet L. Richardson	Milwaukee, Wis.
	Carolyn Sampson	1112 S. E. First Street
	Bessie H. Thrall	La Jolla, Calif.

FIFTY DISTINGUISHED ALUMNI OF CENTRAL

(The author fully realizes that in presenting a list of fifty of our alumni who have achieved fame or recognition outside the confines of Evansville, he is probably omitting ten times that number who are equally deserving of mention. He can list only those whose names and careers have been reported to him. He hopes all will realize that this is a representative list only and that there has been no intention of slighting anyone. If any information given here is incorrect or obsolete, it is because the author had to rely on that which was told him. He had neither the time nor the facilities for carrying out a complete verification.)

Raymond Bacon (1906)—Colonel, Chemical Warfare Division, U. S. Army, in World War I, specializing in development of poison gas. Inventor of many industrial chemical processes.

Louis Begeman (1880)—Head of department of chemistry and physics, Iowa State Teachers College, now retired. Ph. D., University of Chicago, 1910. Was the first physicist to measure the charge of the electron experimentally; was associated with Dr. Robert A. Millikan, Nobel prize winner, in the experiment. Pioneer research worker in atomic fission; at age 90 still writes several papers a year on research in fission.

John W. Boehne, Jr. (1913)—Congressman, 1930-42, representing old First District of Indiana; tax attorney in Washington, D. C.

Oscar Boetticher (1936)—Moving picture producer and director.

Alexander Brunschwig (1920)—Eminent surgeon specializing in cancer, Memorial Hospital, New York City; engaged in cancer research, Kettering Research Laboratory; married Leah Naye, former Central teacher of French.

William Carleton (1920)—Head of department of political science, University of Florida, Gainesville; author of frequent articles in *Harper's Magazine, The Nation, Current History.*

Winfield K. Denton (1914)—Congressman, 1948-52, representing Eighth District of Indiana.

William Daum (1885)—Presbyterian clergyman in and near New York City.

Robert Byron Dome (1922)—Research engineer in television with General Electric Company at their Syracuse plant; has been with the company since graduating from Purdue. Twice winner of Coffin Award for research; was voted top engineer in America in 1951. Performed the first television broadcast from land to a ship at sea. Author of textbooks for engineering colleges.

Lillian Ellerbush (1912)—Grand opera singer in Germany prior to World War II; sang in state opera houses in Luebeck, Gera, and other cities of Germany.

Frank Erk(1942)—Head of biology department, Washington College, Chestertown, Maryland; one of three American professors chosen to study problems in "general education" at University of Chicago, 1954-55.

Majl Ewing (1920)—Head of English Department, University of California at Los Angeles; formerly president of Museum of Fine Arts of Los Angeles; author of *History of English Literature* and of many articles on contemporary literature.

S. Edgar Farquhar (1905)—Formerly editor of *Human Interest Library, Childcraft, World Book Encyclopedia.*

Carl Geupel (1909)—Civil engineer, formerly with Townsend and Binger in New York state; now has own business in Indianapolis.

Louis Geupel (1906)—Sanitary engineer; planned new public water systems in Athens, Greece and Warsaw, Poland.

Norman Grant (1933)—Art director in television with National Broadcasting Company.

Leo Heim (1931)—Professor of music at Chicago Musical College and at Bradley University, Peoria, Ill.

Cora B. Hennel (1901)—Professor of mathematics, Indiana University; deceased.

Cecelia Hennel Hendricks (1901)—Professor of English, Indiana University; retired.

(Edith Hennel, the third of the Hennel sisters, formerly professor of botany, Indiana University, was at Central her first two years, then moved with the family to Bloomington and graduated from the high school there.)

Charles Hornbostel (1928)—Runner in Olympic Games of 1932 and 1936; teacher, Boston School of Commerce.

Henry Sigurd Humphreys (1928)—Formerly professor of music, University of Cincinnati; now writes a daily column of music and cinema review for Cincinnati Times Star.

Siegfried M. Humphreys (1933)—Member of Cincinnati Symphony Orchestra.

Ferdinand C. Igleheart (1863)—Methodist clergyman in and near New York City.

Austin Igleheart (1908)—Formerly president, now chairman of the board of directors, General Foods, Inc.

Hubert Kockritz (1923)—Director of opera department, Cincinnati Conservatory of music; on staff of Cincinnati Music Drama Guild; vocal soloist with Cincinnati Symphony Orchestra.

Julia Lilly House Kohler (1926)—Author of books for children.

Charles LaFollette (1916)—Congressman, 1943-47, representing Eighth District of Indiana; deputy chief counsel on war crimes in Germany, 1946-47; director of American military government of Wurttemberg-Baden, 1947-49.

John Leich (1938)—Employee of U. S. embassy in Warsaw, Poland.

Roland Leich (1928)—Professor of Music, Curtis Institute.

Edward John Meemen (1907)—Editor, Knoxville News-Sentinel, 1926-31; editor, Memphis Press-Scimitar since 1931.

Vardeen Russell Moore (1925)—Author of books for children.

Jeanette Covert Nolan (1914)—Novelist and author of books for young people of ages 12-16; author of a history of Indianapolis; widow of Val F. Nolan.

Val F. Nolan (1912)—U. S. district attorney, southern district of Indiana, 1933-40; declined position of chief counsel to the U. S. high commissioner to the Philippines, 1937; died, 1940.

Daniel F. Norton (1912)—Formerly president, now chairman of the board of directors, The Nestle Co., Inc.

Harry G. Patrick (1906)—Commander, U. S. Navy.

Rufus Putnam (1924)—Superintendent of Schools, Minneapolis.

Marcus Purdue (1931)—Foreign correspondent with Associated Press.

Isidor Ravdin (1912)—Eminent surgeon, University of Pennsylvania Hospital, Philadelphia; was given an entire article in Reader's Digest several years ago; was in command of a general hospital in India in World War II.

Emmet L. Richardson (1887)—Attorney in Milwaukee; still active in 1954.

Marius B. Risley (1931)—Professor of English, University of Buffalo.

Harvey Seifert (1928)—Professor of Christian ethics, University of Southern California; author of "The Church in Community Action"; has written for many religious magazines; formerly on editorial staff of the Methodist Book Concern.

Ralph L. Seifert (1930)—Brother of the foregoing; professor of chemistry, first at Alma College, Alma, Michigan, then Carleton College, Northfield, Minnesota, now at Indiana University; author of books and articles on chemistry; married Catherine Dyer, also a Central graduate of 1930.

Merrill Snethen (1922)—Artist; recently had a one-man show in Cincinnati.

Herbert Spear (1904)—Consultant in motor transport industry in New Jersey; died in 1944

Lewis B. Spear (1905)—Specialist in oral radiography in Indianapolis; lecturer at Indiana University School of Dentistry.

Walter A. Spear (1907)—Electrical engineer in Cincinnati. (The three men immediately preceding are all sons of Principal Robert Spear.)

Eugene Stinson (1912)—Formerly music critic with Chicago Daily News; then script writer for radio studios in New York City.

Bessie H. Thrall (1888)—One of first two graduates of Indiana University to go to Radcliffe for advanced study; teacher of art in Fenger High School, Chicago.

Ivan Volkman (1934)—Moving picture and television director.

William E. Wilson (1923)—Author, novelist, short story writer, biographer, historian; professor of English, Indiana University.

The Centennial Graduating Class of Central High School

Lloyd Adams
Carrol Albin
Robert Alexander
Janice Allen
Norma Allen
Jack Arnold
Shirley Baize
Shirley Ball
Wade Batten
Jerry Beardslee
Doris Belt
Barbara Bennett
Wayne Bennett
Kenneth Bergman
Janet Besing
Donald Betz
Frances Blackwell
Ray Bonham
Robert Bosecker
Shirley Bowers
Jean Boyd
Joseph Boyd
Bobby Jo Bradley
Lois Bradshaw
Elberta Brady
Wayne Brakel
Barbara Brakmeier
Dixie Briles
Wayne Bristow
Patricia Brooks
Genean Brown
Ronnie Brown
Mary Lee Brown
Veneda Brown
Marlene Bruce
Norma Bryant
Wayne Buchenberger
Albert Bucherl
Doloris Bulle
Jerry Burkes
Norma Burris
Jerry Burton
Sharon Bush
Julia Byerly
Joseph Byers
Marshall Byford
Charles Capps
Mildred Carey
Shirley Carnahan
Artie Carver
Reba Cissell
Shirley Cissna
Rosemary Claridge
Deloris Clark
Jerry Clayton
Joe Clayton
Rachel Coleman
LaNova Cook
Sharon Coomes
William Coulter
Juanell Cowan
Gary Critser
Howard Crowell
Carlis Culiver
James Culley
Ode Cutsinger
Marvin Dame
Wanda Damm
Joanne Day
Sarah Day
Donald Daywalt
Tommy DeMar
Helen Dennis
Stanley Derrington
George Devine
Sue Dill
Joseph Doninger
Daniel Dormeier
Mary Drury
Betty Eddmenson
Joyce Edwards
Barbara Egan
Willard Eli
Margaret Elsperman
William Eskew
Shirley Ethridge
Rosemary Ewing
Marjorie Farmer
Janet Fischer
Thomas Fisher
Shirley Fleming
John Forston
Beverly Frame
Joan Franklin
Patricia Freels
Stanley Fryer
Larry Fulkerson
Robert Fulton
Edward Gamblin
James Giles
Delores Gillenwater
Patricia Girvin
Jerry Golden
Wesley Goodman
Wanda Grace
Sandra Grafton
Annette Greenwood
Gerald Greubel
Mary Griggs
Carole Groomer
Meredith Grotius
John Hale
Beverly Hall
Janet Hamberg
Melvin Hamilton
Lester Hammer
Janice Hampton
Joyce Hand
Wanda Hardin
Robert Harlan
Barbara Harper
Anna Mae Hart
Robert Hary
Walter Hatcher
Barbara Hatfield
Jonette Heath
Mary Lou Heilman
Bruce Hembd
Charles Hempfling
Ernie Hendricks
Donward Hendrickson
Annetta Herron
Jacqueline Hess
Doris Hessenauer
Robert Hillenbrand
Beverly Hoerer
Peggy Holeman
Myra Holland
Virginia Holloman
Jo Ann Holmes
Wanda Holmes
Sharon Hornback
Harold Horstman
Wanda Housman
Franklin Houston
Melvin Howard
Jack Howland
Philip Hoy
Patsy Hubbard
Sharon Huff
Suzanne Huff
Dallas Hughes
Joyce Hughes
John Hunter
Benjamin Hust
William Hyatt
Richard Inkenbrandt
Juanita Ipock
Freda Jackson
Marilyn Jackson
Carol Johnson
Delores Jones
Bobby Kellough
Wayne Kemper
Marjorie Kifer
Stanley Knapp
Douglas Knight
Lillian Knopfmeier
Phyllis Koenig
Sondra Koester
Janice Kolb
Joan Kronemeyer
Clinton Kuhn
Jack LaMar
Robert Lamastus
Gloria Lampton
Donald Lands
Donald Lauderdale
Elizabeth Lawson
Helen Lawson
Walter Lawson
Ruth Leach
Margaret LeGate
Clifton Lewis
Daniel Loesch
Paul Long

Shirley Longist
Melvin Lurker
Ellen Maidlow
Barbara Martin
Dorothy Martin
June Martin
Shirley Martin
Mary Matthews
Ronald Mattingly
Donald Maulding
Donald McCool
Hugh McGee
Jerry McNeely
Beverly Melton
Patricia Mentzel
Ronald Mertens
Janice Milam
Jerry Miller
Patricia Miller
Ruth Monnig
Goldie Monroe
Wayne Montgomery
Linda Moore
Shirley Moore
Wanda Moore
Colita Morehead
Melvin Morgan
Glenn Morris
Wayne Mulvey
Roger Murphy
David Musgrave
Merle Myers
Vaughn Myers
Charlotte Nelson
Paul Nelson
Stanley Nevill
Jerald Norrington
Donald Organ
Robert Overby
Mabel Overton
Gary Pace
Mary Rose Padgett
Kenneth Pairsh
Don Parish
Melba Parish
Jerry Peaugh
James Peerman
Paul Pennington
Virginia Pfender
Harold Phelps
Mary Phillips
Sharon Powell
Kenneth Pugh
David Pursley
Phyllis Railey
Casey Randolph
Alfred Rankin
Charles Ray
Arlie Reed
Patricia Reid
Charles Rice
Forrest Riecken
Connie Risley
John Ritter
Darlene Roberts
Darlene Robertson
Edna Robertson
Robert Rodgers
Mary Rohner
Jean Rold
Richard Rudd
Margie Rushing
John Ryan
Eugene Sales
Dian Sandefur
Georgia Schaperjohn
Albert Schaum
Donna Schellhase
Ernest Schneider
Francis Schoenbaechler
Donald Scholz
Gerald Schreiber
Delilah Schuchardt
Billie Scillian
Fay Sharber
Mary Shekell
Peggy Shirley
Betty Short
Joan Shrote
Evelyn Simmons
Jackie Simmons
Harry Simon
Kenneth Sloo
Clarence Smith
Dickie Smith
Helen Smith
Leroy Smithhart
Susan Spahn
Samuel Sparrow
Laura Spayd
Carol Spiegel
Frederick Spradlin
Ralph Stephens
Anne Stephenson
Janice Stewart
James Stroud
Jack Strouse
Betty Stutsman
Richard Swonder
Jerry Talley
Charles Taylor
Ernest Taylor
Marilyn Taylor
Peggie Taylor
Sharon Tevault
Golden Thompson
Richard Thompson
Herman Thuerbach
Jacqueline Tite
Ralph Towery
Joyce Travis
Paula Tromp
Sharon Tyree
Ella Virgin
Donald Vowells
Jane Wahnsiedler
Dolores Walker
Denise Walker
Patricia Wallace
Barbara Warner
Donald Weber
Janet Wersich
Sharon West
Martha Westerfield
Thomas Whalen
Patricia Wheatley
Barbara White
Ervin White
Richard Wilhite
Donald C. Williams
Donald W. Williams
Robert Wilson
Phyllis Wingerter
Gerald Wissner
Gayle Witte
Sharon Wood
Gerald Woodruff
Mary Wyatt
Rudolph Zachary
Barbara Zalatoris

APPENDIX C

CENTRAL'S AFFILIATIONS WITH STATE AND NATIONAL ORGANIZATIONS

Name of Organization	Year of Charter or Membership
North Central Association of Colleges and Secondary Schools	1907
Indiana High School Athletic Association	1911
Junior Red Cross	1917, 1930
National Scholastic Press Association	1921
Indiana School Music Association	1928(?)
National Athletic Scholarship Society	1928
National Honor Society	1929
Quill and Scroll (high school journalism society)	1932
Southern Indiana Athletic Conference	1934
National Association of Student Councils	1944
National Art Honor Society	1948
Future Homemakers of America	1950
Future Teachers of America	1950

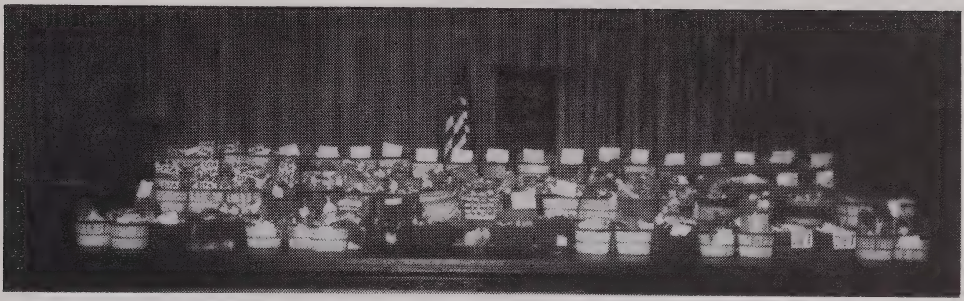
CENTRAL'S PUBLICATIONS

Periodicals

Titles	Known Years
The Acorn	1856-60
Excelsior	1856-57
The Bouquet	1867-68
The High School Journal	1874-
The Argus	1876-
The Biographical Gazette	1876-
Starlight	1889-
The Record	1898-1918
The Centralian	1918-

Annuals

The E. H. S. Annual	1909 only
Sagas	1912-29
The Flowering of the Public Schools	1930-39
Senior Edition of The Centralian (newspaper style)	1930-39
Senior Edition of The Centralian (magazine style)	1940-



Thanksgiving Baskets Piled on the Auditorium Stage—1930

CENTRAL'S ANNUAL BENEVOLENCES

Nature of Project	First Year Undertaken
Thanksgiving Baskets (Temporarily dropped in 1942 in favor of more pressing projects)	Before 1921
Overseas relief projects through the Red Cross, Church World Service, Save the Children Federation, World Service Commission, CARE, etc.	1943
Foster Parents' Plan for War Children	1945
March of Dimes (for polio research)	1949
Community Chest	1949
Vanderburgh County Tuberculosis Association	?

CENTRAL'S ANNUAL PRODUCTIONS

General Title	Year Begun
Senior Play	1904
Operetta	1914
Christmas Play or Pageant	1919
Junior Play	1931
Big Broadcast	1934

APPENDIX D
THE HIRAM RAVDIN AWARD

1912	Ida May Douglas
1913	Margaret McLeish
1914	Melburn E. Miller
1915	Edna Johnson
1916	Gladys Iler
1917	Louis Ichenhauser
1918	May Fraser
1919	Elizabeth Wright
1920	Forrest Culbertson
1921	Clara Fincher
1922	Walter Wallbanks
1923	Florence Weber
1924	Amelia Hodson
1925	Parker Ruff
1926	Julia Lilly House
1927	Harold Rathgeber
1928	Norman Buck
1929	Bertha Hamman
1930	Walter Bufkin
1931	Frances Dirschauer
1932	Paul Butze
1933	Norman Grant
1934	Alfred Johnson
1935	Doralee Beane
1936	Bonnie Chapman
1937	Clifton Allen
1938	Bernard Niemeier
1939	Edna Vinson
1940	Robert Raphael
1941	Paul Mueller
1942	Jack Rettig
1943	Martha Dunbar
1944	Robert J. Burch
1945	Joyce Marie Kelley
1946	Esther Ruth Phillips
1947	Paul Dunbar
1948	Rexel Brown
1949	Jack Duncan
1950	Sarah Swallow
1951	James Heneisen
1952	David Romerhaus
1953	Johnie Stiles
1954	Rosemary Ewing

THE ROSE RUDIN AWARD IN JOURNALISM

1932	Paul Butze
1933	Thyra Shannon
1934	Eileen Butterworth
1935	Louise Livingston
1936	Charles Stoltz
1937	William Nall
1938	Alice Hebert
1939	Mary Jane Lauderback
1940	Mary Jane Diehl
1941	May Lowe
1942	Edith Ellerbrook
1943	Dorothy Dreier
1944	Inez Robinson
1945	Emma Jean Schoenenberger
1946	Marion Ehrhardt
1947	Lillie Tabor
1948	Ruth Ellen Thompson
1949	Marilyn Harper
1950	Kenneth Curtin
1951	Barbara Alms
1952	Sharon White
1953	Barbara Hall
1954	Anne Randolph

THE ALTRUSA AWARD

(Given by the Evansville Business Women's Association)

1934 Thyra Shannon
1935 Beatrice Baker
1936 Valada Nett, Mabel Legeman
1937 Mary Pauline Williams
1938 Mildred Morgan

THE WOMEN'S ROTARY CLUB AWARD IN BUSINESS

1945 Virginia Dasch
1946 Norma Jean Clayton
1947 Amolea Bosecker
1948 Anna Ruth Phillips
1949 Peggy McAdams
1950 Jean Green
1951 Barbara Pendley
1952 Vinda Wright
1953 Karen Scraper
1954 Linda Moore

THE NATIONAL OFFICE MANAGEMENT AWARD

1949 Eddie Lee Ashby
1950 Patricia Rohrbacher
1951 Nancy Fellwock
1952 Dorothy Baggett
1953 Dorothy Turpin
1954 Shirley Ball

THE NATIONAL ASSOCIATION OF COST ACCOUNTANTS' AWARD

1951 Norma Jean Loetzerich
1952 Shirley Skinner
1953 Melvin Lurker
1954 Phyllis Holland

THE NATIONAL SECRETARIES' ASSOCIATION AWARD

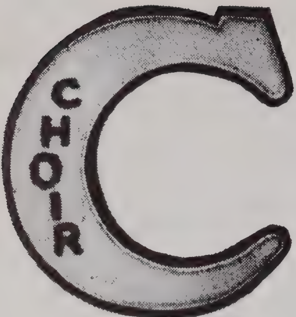
1950 Suzzane Powers
1952 Carol Bush
1954 Barbara Martin

MAY QUEENS OF CENTRAL

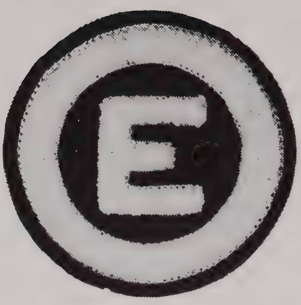
1929 Mildred Gilmore
1930 Fern Kassel
1931 Katherine Fritsch
1932 Lucille Herrscher
1933 Constance Kahn
1934 Margaret Rose Koch

HEALTH KINGS AND QUEENS OF CENTRAL

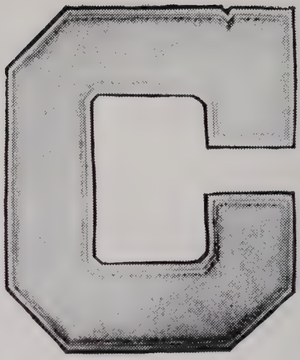
	King	Queen
1947	Warren Whitmore	Jeanne Shirk
1948	Malcolm Huff	Dimple Mae Howard
1949	Charles Weisling	Jacqueline Nordhaus
1950	Don Bernhardt	Judith Hampton
1951	Richard Winters	Thelma Houchin
1952	Leon Harper	Marilyn Genet
1953	Charles House	Gayle Witte
1954	Gene Bruner	Susan L. Spahn



A Music "C"



A Scholarship "E"



An Athletic "C"

THE KIWANIS AWARD IN FOOTBALL

1925	Edgar Melton
1926	Lucian Ashby
1927	Joe Tichenor
1928	Forrest McGuire
1929	Tony Feltman
1930	Stanley Johnson
1931	Edgar Moore
1932	Erwin Stamps
1933	Henry Fox
1934	Raymond Griffin
1935	Joe Nicholson
1936	George Cunningham
1937	Harold Montgomery
1938	James Fuquay
1939	Gilbert Humphrey
1940	Edward E. Kellams
1941	Alvin Raphael
1942	Thomas Turner
1943	Charles Lindauer
1944	Ray Hansert
1945	Carl Huff
1946	Theodore Lockyear
1947	Clarence Brown
1948	Malcolm Huff
1949	Davey Moore
1950	Donald Austin
1951	William Krietemeyer
1952	William Huff
1953	Richard Thompson

THE KIWANIS AWARD IN BASKETBALL

1945	Harold Stubbs
1946	Frank Schwitz
1947	Joe Keener
1948	Gene Southwood
1949	William Phillips
1950	James L. Kiely
1951	Van DePriest
1952	Robert Walker
1953	Clarence Doninger
1954	Jerry Clayton

THE BAUSCH AND LOMB AWARD IN SCIENCE

1938	Wilfred Shanner
1939	John Masters
1940	Melvin Maidlow
1941	Robert Lawlace
1942	Frank Erk
1943	William Hermann
1944	Robert Gabbert
1945	Harold Nemer
1946	Byron Morton
1947	Robert Rust
1948	Edward Thompson
1949	James Goatley
1950	James Myrick
1951	William Hobgood
1952	George Peterson
1953	Patricia M. Gingrich
1954	Donald L. McCool

THE MU PHI EPSILON AWARD IN MUSIC

1946	Mary Colleen Jewell
1947	Louise Kiely
1948	Frances Huff
1949	Ruth Curtis
1950	Ann Haeussler
1951	Marilyn Ravdin

THE ARION AWARD IN MUSIC

(Presented by the Downtown Kiwanis Club)

	Orchestra	Band	Choir
1950	Don Thompson	John Spayd	
1951	Gerald Dunbar	Donald Weil	
1952	William Parish	Royce W. Gipson	
1953	Johnie Stiles	Ronald A. Rayburn	Carol Sue Schellhase
1954	LaNova Rae Cook	John P. Ritter, Jr.	Susan L. Spahn

THE MARY STRATTON LEGEMAN AWARD IN MUSIC

1950	Ann Haeussler, Darlene Besing
1951	Marilyn Ravdin, Shirley Lanman
1952	Not Awarded
1953	Johnie Stiles, Rosemary McNeely
1954	Susan Spahn, LaNova Rae Cook

THE M. LOUISE THRALL SCHOLARSHIP IN ENGLISH AT INDIANA UNIVERSITY

1945	Joyce Marie Kelley
1946	Joanne K. Ruff
1947	Marilyn Wiebking
1948	Billy Joe Renner
1949	Martha Doninger
1950	Magdalene Allen
1951	Sara Lee Osborne
1952	Beth Van Vorst
1953	Patricia Sparrow
1954	Sharon Rae Bush

THE P.T.A. SCHOLARSHIP FOR PREPARATION FOR TEACHING

1945	Grace Keller, Louise Evans, Mona Baker
1950	Marilyn Storck
1952	Dorothy Baggett

HONORS AWARDED BY CENTRAL TO LARGE NUMBERS OF STUDENTS

Name of Award	Year Established
Athletic "C"	1908
Scholarship "E"	1918
Athletic Sweaters	1920
Gold & Brown and Arista League Ratings	1922
National Athletic Honor Society Membership	1928
National Honor Society Membership	1929
Honor "A" (formerly Honor "E")	1932
Quill & Scroll Award	1932
Music "C" Award	1939
Service Recognition Award	1946
National Art Honor Society Membership	1948

APPENDIX E
HEAD PREFECTS OF CENTRAL

Year	Boy	Girl
1919–1920	Allen McGinnis	Helen Arnold
1920–1921	Walker Whitehead	Edith Garrett
1921–1922	Ralph Seiffer	Rossanna McGinnis
1922–1923	Gilbert Flentke	Frances Wilson
1923–1924	J. Robert Smith	Mary Payne
1924–1925	Robert C. Gore	Geneva Mangrum
1925–1926	William Esmeier	Jane Hewson
1926–1927	Roy Taul	Esther Monnig
1927–1928	Jerry Tromley	Ione Peckinpaugh
1928–1929	Burtis Dill	Flora Hartley
1929–1930	Tony Feltman	Mildred Gilmore
1930–1931	Walter Riggs	Margaret Whitehouse
1931–1932	Frederick Koehler	Dorothy Lemond
1932–1933	James Jett	Justine Abel
1933–1934	Chris Maglaris	Mary Ruth Allis
1934–1935	Robert Kahn	Helen Ritchel
1935–1936	Frank A. Schellhase	Dorothy Skelton
1936–1937	Charles Lindenschmidt	Margaret Lindenschmidt
1937–1938	Herbert Zurstadt	Delores Schafer
1938–1939	Ferd Thiel	Helen Church
1939–1940	Clarence Getman	Helen Marx
1940–1941	Clarence Niemeier	Beatrice Butke
1941–1942	Jack Rettig	Eleanor Slater
1942–1943	Dan Byrne	Martha Dunbar
1943–1944	Robert Gabbert	Lois Hyland
1944–1945	John Robertson, Ted Hitch	Betty Robertson
1945-1946	Robert Osborne	Charlene Robinson
1946–1947	John Roper	Louise Kiely
1947–1948	William Brown	Marilyn Lockyear
1948–1949	Melvin Wambach	Virginia Umbach
1949–1950	Donald Thompson	Ruth Barchet
1950-1951	Jerald Wallace	Ethel Bohrer
1951–1952	William Krietemeyer	Dorothy Baggett
1952–1953	Raymond Daywalt	Sandra Crowe
1953–1954	Philip Hoy	Barbara Zalatoris

PRESIDENTS OF THE STUDENT COUNCIL

1935-	Helen Ritchel
1935-1936	Don Buehner
1936-1937	Mike Parkinson
1937-1938	Howard Weinert
1938-1939	Joe Begley
1939-1940	Fred Hauck
1940-1941	Robert Lawlace
1941-1942	Charles Ballard
1942-1943	Carl Osborne
1943-1944	Helen Anderson
1944-1945	Harold Nemer
1945-1946	Robert Northerner
1946-1947	Lee Hamilton
1947-1948	Clarence Pico
1948-1949	James Goatley
1949-1950	Ronald Wambach
1950-1951	Suzanne Brand
1951-1952	George Peterson
1952-1953	Ray Keller
1953-1954	Jerry Burton

APPENDIX F

MILESTONES IN CENTRAL'S HISTORY

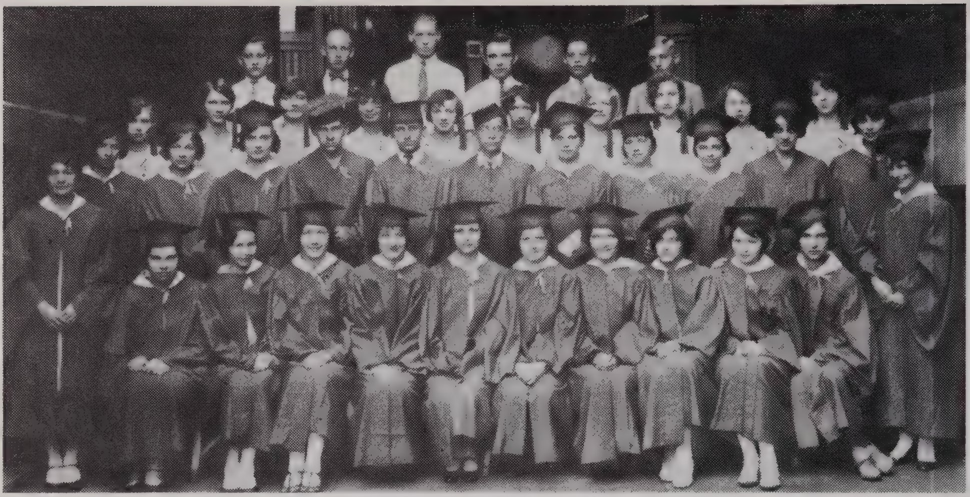
1853	Public school system of Evansville organized.
1854	*High School opened Sept. 4, in the Episcopal school house. Moved very soon to the Presbyterian school house.*
1855	First public examination of the high school, in June.
1855	High school opened September 17 in Carpenter's Block; moved to the new public school building, Nov. 1.
1856	Weekly newspaper, *THE ACORN* (in manuscript), published by the girls. Rival paper, *EXCELSIOR,* started by the boys.
1858	Supreme Court decision threatened to close our public schools.
1858	First group of "scholars" finished the course. No diplomas were issued until some years later.
1863	Said to be the year when the first diploma was issued to the sole graduate, Ferdinand C. Iglehart. Date and fact accepted with reservations.
1863	High school moved to the former Baptist Church building, Sept. 14.
1865	First newspaper mention of a commencement ceremony in addition to the customary public examination.
1868	*High School took possession of the original part of the Seventh Street building, Sept. 7. It is still in daily use as rooms* 107, 108, 109, 110, *and the corresponding rooms in the second and third stories.*
1868	*THE FLOWER QUEEN* or the *CORONATION OF THE ROSE,* cantata by Root, presented by "the young ladies of the high school."
1874	First alumni association formed; met again in 1875.
1879	Separate January commencements begun.
1882	Several commercial subjects introduced; dropped by 1887.
1889	School paper called *STARLIGHT* founded.
1894	Commercial department established.
1894	Gas cook stove first installed in the school.
1896	First football team organized; Linnaeus N. Hines, coach.
1896-97	*North and south wings added and the big tower erected.*
1897	Third floor science department installed, with equipment for biology, chemistry, and physics.
1897	Alumni reunion announced by Principal Robert Spear.
1898	Senior class gives first play of which we have knowledge, "All That Glitters Is Not Gold."
1898	No more public examinations!
1898	Professional orator first employed to deliver commencement address.

1898	*THE RECORD* (monthly literary magazine) founded.
1898	Recognition ceremony for early students who had finished the course before diplomas were being issued.
1900	Central adopted track as an intramural sport.
1902	Principal Robert Spear built an inter-house telephone system in the building.
1903	First teacher of "expression" appointed.
1903	*Former Jewish Synagogue, Sixth and Court Streets, presented to the Board of School Trustees by Major Albert C. Rosencranz for a manual training school. As remodeled, it contained quarters for all shop subjects, home economics, and a large room which served on occasions as a gymnasium, an auditorium, or an exhibition hall.*
1904	Senior class play becomes a regular event. First play, "*The Rivals*" by Richard Brinsley Sheridan.
1904	Track became one of our interschool sports.
1904	Principal Robert Spear died in office.
1905	Gold & Brown had become our school colors before this date.
1906	First basketball team organized.
1907	High School joined the North Central Association of Colleges and Secondary Schools.
1908	Letters presented to football team; may have happened even earlier.
1909	Single commencement in June adopted.
1909	First senior year book published, entitled *THE E.H.S. ANNUAL.*
1910	School wired for electric lights, replacing gaslights.
1911	Manual training and home economics made required subjects.
1911	Basketball team participated for the first time in a state tourney (by invitation).
1911	First full-time librarian employed.
1911-12	*Auditorium and Sixth and Vine Street building erected; contained, besides the auditorium, the present girls' gymnasium (then for both boys and girls), offices, and many new classrooms.*
1912	Elimination basketball tourney held at Evans Hall; believed to be first basketball tourney played in Evansville.
1912	Second senior year book published, entitled the SAGAS. The name and style were followed until 1929.
1912	First class of over 100 to graduate.
1912	Cafeteria built and single session plan adopted.
1912	Drinking fountains installed.
1912	First full-time music and physical education teachers employed.
1912	"Physical culture" was made a requirement.
1912	All 8th grades of the city were moved to the high school, to the rooms now occupied by the commercial department; called "The Junior High School."
1912	First Annual Interstate Indoor Track Meet held in our gymnasium and swimming pool; won by us.
1912	"Y-lot" purchased for us by the Board.
1913	First Annual Interstate Basketball Tournament played in our gymnasium; won by Mount Vernon, Ill.
1914	Second Annual Interstate Basketball Tournament held in our gymnasium; won by us.
1914	*BULBUL,* first operetta at Central, directed by Chloe Stoneking.

1914	First Evansville High School band organized; M. B. Chenhall, Director.
1914	"Carnival of Nations," a gorgeous international fantasy, participated in by all departments.
1915	Yelling became an organized activitiy at games.
1915	Evansville High School won its first sectional basketball tourney.
1915	Bosse Field constructed as our athletic field.
1916	Shakespeare Tercentenary commemorated by playing *THE TEMPEST*.
1916	German Club organized.
1916	Printing outfit purchased and classes begun.
1916	Because of overcrowding, 8th grade classes were gradually moved back to elementary buildings.
1917	Board of Control organized.
1917	Student government begun as an experiment by senior class.
1917-18	School participated in many World War I activities.
1917	Central's Junior Red Cross founded—"John J. Pershing Chapter."
1917	"The Rouser" became our school song; "Evansville High School, Hats Off to Thee!" first appeared in print in 1918 *SAGAS*.
1917	Commencement changed to student-planned, student-controlled type.
1918	Girls' band and orchestra organized.
1918	Girls' Debating Society organized.
1918	Scholarship "E" first granted.
1918	Francis Joseph Reitz High School built on the West Side.
1918	Our school given the name CENTRAL HIGH SCHOOL.
1918	The weekly newspaper *THE CENTRALIAN* replaced the monthly *RECORD*.
1919	Central P.T.A. organized.
1919	First annual Christmas play given—*Why the Chimes Rang.*
1919	Hi-Y Club formed.
1919	Latin Club formed.
1920	Student government broadened its scope by election of ten prefects.
1920	First "Commercial Night" (a sort of carnival) held. Continued until about 1930.
1920	"Committee of Twelve" formed—a group of boys who organized school social events before we had any definite recreational program.
1920	"CYC" club formed—a girls' service club.
1920	First Spanish play given.
1920	Sweaters first presented to athletes.
1921	Pilgrim Tercentenary commemorated by historic pageant.
1922	Central won its first regional basketball tourney.
1923	"Gold & Brown" and "Arista League" character ratings first granted.
1922	First class of over 200 to graduate.
1923	Elimination of 8th grade classes completed.
1923-24	Central contained two schools: itself and Benjamin Bosse High School, soon to be moved into its own building on the East Side.
1924	Overcrowding again relieved by Bosse organization moving out.
1925-41	Central's debating team competed with many other schools.
1926	The "Bachelorettes" were girls' auxiliary of the Hi-Y.
1926	The "D.D.D. Club" decorated Bosse Field, the Agoga Tabernacle, and Main Street for our games.

1926	The "A.B.C. (Always Boost Central) Club" managed athletic ticket sales.
1927	Practice of depositing all funds with the school treasurer adopted.
1927	Principal Carl Shrode came from Bosse High School.
1927	Boys' Gymnasium erected.
1929	Central's chapter of the National Honor Society organized.
1929	Last *SAGAS* published.
1929	Gliders' Club built first glider to make a successful flight in Indiana.
1929	Central held its first May Day at Bosse Field; Mildred Gilmore elected May Queen by huge popular vote.
1929	First A Capella Choir organized on extra-curricular basis; became a regular subject the following year. Lois T. Hadley, director.
1930	Central's Junior Red Cross reactivated.
1930	*THE FLOWERING OF THE PUBLIC SCHOOLS*, published by the Board of School Trustees, replaced the *SAGAS; THE SENIOR EDITION* was published concurrently by the *CENTRALIAN* staff.
1930	First class of over 300 to graduate.
1934	First Junior Play given—*Seventeen,* by Booth Tarkington.
1934	First "Big Broadcast" given.
1935	Adoption of lengthened class periods: 55 minutes instead of 40.
1935	Student Government reorganized with the Student Council as the legislative body.
1936	Central won its first semi-final basketball tourney at Vincennes and went on to the state tourney.
1937	Central's sessions interrupted by the great Ohio River flood.
1937	Mathematics department devised plan for selling pupils' used textbooks.
1938	Activity ticket plan adopted.
1938	A-Capella Choir goes to national contest in St. Louis.
1938-40	School movies produced by Photoplay Club.
1939	Mechanic Arts School, on the North Side, took many boys from Central and the other high schools.
1939	Music "C" first awarded.
1939	Last *FLOWERING OF THE PUBLIC SCHOOLS* published.
1939	All-school bookstore begun.
1940	*THE SENIOR EDITION* became the official annual, in semi-book form.
1941-45	Central participated in numerous World War II activities.
1942	Religious pageant replaced annual Christmas play.
1943	Central had a fire in the basement of the Seventh St. Building, damaging rooms 108 and 110.
1943	*THE CENTRALIAN* won All-American "Pacemaker" Award.
1944	Student council reorganized on pattern of national Congress.
1946	Centrals basketball team went to the State Finals.
1946	Central's sessions were interrupted by the student strike.
1946	First class of over 400 to graduate.
1948	Central had a second fire; rooms 274, 279, 283, and 284 were damaged.
1948	Rechtin property purchased for us by the Board for athletic field.
1948	Central's basketball team took second place in State Finals.

Charter Members of Central's National Honor Society



Sitting: Norma Leaf, Adelaide Barratt, Evelyn Miller, Estel Hopper, Mary Abell, Martha Leich, Vera Heim, Rebecca Reif, Margaret Stock, Ruth Reherman.

Second row (standing): Mary Hollis, Louise Aiken, Bernice Niederhaus, Evelyn Willis, Alfred Moutoux, Albert Greiner, Billy Gumberts, Kathryn Fritsch, Hazel Rausch, Helen Stocker, Wythe Denby, Talitha Kissel, Mary Utley.

Third row: Eloise Lewis, Thelma Winkler, Martha Boeke, Dorothy Oertwig, Marie Jane Rueter, Eldena Burkhart, Alice George, Elizabeth Vonderohe, Flora Hartley, Catherine Dyer.

Fourth row: Ralph Seifert, Kenneth Kincheloe, Fritz Zurstadt, Robert Helming, Orris Herrel, Charles Ruff.

1949	Old Rechtin mill burned, clearing the ground for our athletic field.
1952	"Arista League" and "Gold & Brown" ratings merged under latter name.
1953	Overlapping lunch periods adopted in January.
1954	*Central celebrates completion of its first hundred years of existence.*

THE FACULTY OF CENTRAL HIGH SCHOOL, 1953-54

(with the year in which each member came to Central)

Carl Shrode	1920, 1927	Principal
Carl Harmeyer	1926	Assistant Principal, Dean of Boys
Mildred Thompson	1938, 1946, 1951	Dean of Girls
Warren Fauquher	1923	Counselor
Aner Adye	1946	Printing
J. M. Alcorn	1921	Chemistry, Physical Science
Doris J. Allen	1954	Secretary to Athletic Business Manager
Norman D. Beach	1927	Latin, English
Ray H. Billingsley	1950	Typing
Winifred Breene	1952	Typing, Business
Margaret K. Burkert	1929	Typing, Shorthand
Bradford Chaffin	1950	Vocal Music
Anne Cromwell	1953	Typing
Herschel G. Dassel	1935	Head of Science Department; Physics, General Science
George Deffendahl	1941	Mechanical Drawing
Daniel O. Eggleston	1940	Head of Commercial Department; Sponsor of Student Government
James N. Emmick	1949	Electrical Shop
Victor L. Fisher	1926	Mathematics
Virginia Fly	1945	English
Paul Forney	1941	Athletic Business Manager; Social Studies
Marion Graham	1947	Head of Physical Education Department
Elizabeth Grimsley	1953	English, French
Thelma Gruver	1931	Clerical Practice; School Treasurer
Mary Lou Heger	1952	Spanish, English
E. A. Hensley	1935	Speech, Dramatics
Edmund Higgs	1953	Biology
D. O. Howard	1926	Bookkeeping, Business; Football Coach
David Kardokus	1923	Social Studies
Edgar L. Katterhenry	1948	Driver Training
Raymond Kendall	1922	Social Studies
Warren F. Klein	1929	Social Studies
Doris Kunkel	1952	English, Radio
Mary Alana Lahr	1922, 1943	English
Dorothy Lang	1949, 1952	Counselor, Health & Safety
Venetta M. Long	1919, 1934	Secretary to the Principal
Albert Mason	1953	Metal Shop

THE FACULTY OF CENTRAL HIGH SCHOOL, 1953-54
(with the year in which each member came to Central)

Nelle McGee	1950	Art
Myrtle McKown	1942	Social Studies, Activity Treasurer
Margaret McLeish	1922	Librarian
Henry A. Meyer	1926	Mathematics
T. J. Miller	1945	Health & Safety, Mathematics
Ivor Morrison	1953	Driver Training
Olema Mote	1927	Speech, Dramatics
James Myers	1952	Social Studies, Physical Education
Mary Ruth Oakley	1952	Shorthand, Typing
Edwin F. Oing	1939	Mathematics
Louise B. Osborn	1925	Head of English Department
Robert Osborne	1953	Art
Samuel Pritchett	1953	Industrial Arts
William T. Pritchett	1946	English
Mathilda Pugh	1941	Clothing
Lester A. Reynolds	1946	Latin, English
Walter R. Riggs	1936	Physical Education; Basketball Coach
Morris E. Riley	1950	Physical Education
Irma Jean Rodgers	1953	Physical Education
Alfred W. Rose	1936	Head of Mathematics Department
Bonnie K. Ruff	1949	Secretary, Attendance Office
Kurt S. Schuster	1951	Instrumental Music
Dorothy Shaw	1948	Foods
Leroy W. Shrode	1938	Mathematics
Burnell Smith	1946	Band, Orchestra
Irvin Springer	1926	Social Studies
Mary Louise Stork	1926	Biology
Paul T. Thompson	1942	Business, Social Studies; School Bookstore
Ralph Thyng	1945	Journalism; Sponsor of *The Centralian*
Thomas W. Turner	1950	Physical Education
Walter J. Wahnsiedler	1937	Head of Social Studies Department
Alson H. Watson	1927	Bookkeeping
Gladys Weinsheimer	1928	Physical Education
Mabel Louise Weiss	1920	English
Warren Wilhelm	1946	Selling
Horace Wilhelmus	1952	English, Social Studies
Noble L. Wilson	1916, 1927	Biology, Physical Science
Lola Winters	1945	Nurse
John Wolford	1948	General Shop

TO CENTRAL HIGH SCHOOL OF EVANSVILLE

1854—Oldest Public High School in Indiana—1954

By Carl Shrode, Principal

Let Central call the Honor Roll
Down through the long, long years
Of those who for the Gold and Brown
Turned doubting into cheers.
They for the honor of the school
And for their hearts' desire
Were skilled and valiant, strong and true.
Their zeal burned as a fire.
Thus have they brought us to this day
With confidence and pride
In triumphs and traditions
Whose memories have not died.
So to the future may her past
Throw this bold challenge down:
Enrich the legacy she gave;
Keep high the Gold and Brown;
In all the years your slogan be
The public schools will keep us free!